



High Legh Preschool Nursery - SEND Policy

Policy Statement

The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEND or disabilities to include them in all the opportunities available to other children and young people so they can achieve well DfE and DH (2015) SEND and disability code of practice 0-25 years, para 1.31

This policy was developed in consultation with High Legh Preschool Committee This policy is made available to all parents and can be found at www.highleghpreschoolnursery.co.uk

This policy should be read in conjunction with:

- Equal opportunities policy
- Safeguarding policy
- Keyperson policy
- Complaints policy

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years September 2014 and has been written with reference to the following guidance and documents • Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014 • Equality Act 2010, subsequent updates and DfE advice for schools, February 2013 • Statutory Guidance on Supporting pupils at school with medical conditions, April 2014 • Statutory Framework for the Early Years Foundation Stage (EYFS) 2017 • SEND and Disability in the Early Years: A toolkit 2015

Aims:

High Legh Preschool Nursery's aim is that every child is given the opportunity to reach their full potential in a safe, secure and caring environment regardless of their Special Educational Needs and /or disabilities.

We aim to:

use our best endeavours to achieve maximum inclusion and success for all our children

- encourage high levels of participation from children, parents and carers
- have a clear focus on steps toward positive life-long outcomes
- explain what we do, when, why and how
- meet our statutory duties
- to identify early those children who have special educational needs or additional needs
- to put in place appropriate provision to meet their special educational needs
- to work within the guidance provided in the SEND Code of Practice: 0-25 years
- to identify a Special Educational Needs Co-ordinator (SENDCO)

- to provide support and advice for all staff working with children with Special educational needs.
- to work in partnership with families and others involved in the care of the children
 - to promote children’s self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- to sustain a “whole child, whole setting” approach to the co-ordination and provision of support for special educational needs
- to ensure that every key person is a competent key person of every child, including those with SEND through well targeted and continuing professional development
 - to provide differentiated and personalised learning opportunities building on each child’s strengths and Interests
 - to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
 - to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
 - to develop and support the role of Special Educational Needs Co-ordinator (SENDCO) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEND
 - to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
 - to keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
 - to work always in the best interests of the child alongside our responsibility to ensure the effective and efficient use of our resources

Identifying Special Educational Needs:

SEND Definitions

A child or young person has a special educational need if they have a learning difficulty or disability that calls for special educational provision. A learning difficulty is a significantly greater difficulty in learning than many children the same age. Special educational provision is provision that is additional or different from that which is normally available in mainstream settings. For a child under the age of 2, special educational provision means provision of any kind. A child under school age has SEND if he or she is likely to have SEND when they reach school age or would do so if special educational provision were not made for them.

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives. Children with Autism Spectrum Condition (ASC), including Asperger’s Syndrome and Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- moderate learning difficulties (MLD),
- severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and
- multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (BESD) is no longer a type of SEND. Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

Children's SEND is generally thought of in the following four broad areas of need and support:

Some children may be underachieving, which may be caused by a poor early experience of learning but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'. Difficulties related solely to difficulties in English as an Additional Language (EAL) are not SEND. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEND or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Disability

The definition of disability is wider than many might presume and so covers a greater number of children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes Sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Sensory and/or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

These broad areas of need are not definitive; the Code recognises that individual children often have needs that cut across all these areas and that children's needs may change over time.

Difficulties which may not be related to SEND

A delay in learning and development in the early years may or may not indicate that a child has SEND, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND. However, where there are concerns, there should be an assessment to determine whether there are any casual factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported using approaches such as the Early Help Assessment, should be adopted.

Some children may be underachieving, which may be caused by a poor early experience of learning but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'. Difficulties related solely to difficulties in English as an Additional Language (EAL) are not SEND. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEND or a disability.

General Identification and Assessment

Throughout the early years, if a child's progress in any PRIME area gives cause for concern, practitioners must discuss this with the child's parents and or/carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with and help families to access, relevant services from other agencies as appropriate. DfE (2017 Statutory Framework for Early years Foundation Stage para 1.6)

Providers **MUST** have arrangements in place to support children with SEND or disabilities. These arrangements should include a clear approach to identifying and responding to SEND. Where a setting identifies a child as having SEND, they **MUST** work in partnership with parents to establish the support the child needs. It is particularly important in the early years that there is no delay in making any necessary special education provision. DfE and DH (2015) SEND and disability code of practice:0-25 years, para 5.4, 5.36-5.38

All of our children's needs are identified and met as early as possible through the cycle of Assess, Plan, Do and Review - observation, assessment, target setting and monitoring arrangements as described in the document 'SEND and disability in the early years: a toolkit 2015.

To Assess we:

- Bring together all the information we have about the child
- Analyse the child's needs
- listen to and follow up parental concern

- liaise with settings where a child has transferred from/ attends another setting in addition to our own

Where a broad approach to SEND Support has been agreed, the practitioner and the SENDCO should agree, in consultation with the parent, to plan:

- The outcomes they are seeking for the child
- The interventions and support to be put in place
- The expected impact on progress, development and behaviour
- A date to review
- Take into account the views of the child
- Select the interventions and support to meet the outcomes identified
- Base interventions and support on reliable evidence of effectiveness
- Be delivered by practitioners with relevant skills and knowledge
- Identify and address any related staff development needs

The setting SENDCO supports the child's key person in:

- Assessing the child's response to action taken
- Problem solving
- Advising on effective implementation

Review On the agreed date, the practitioner and SENDCO working with the child's parents and taking into account the child's views, should:

- Review the effectiveness of the support
- Review the impact of the support on the child's progress
- Evaluate the impact and quality of the support In light of the child's progress, they agree:
- Any changes to outcomes
- Any changes to the support.

Next steps

At each cycle the key person and SENDCO consider, with the parents and informed by the child's views, whether the child is making expected progress, and whether:

- Special educational provision and SEND support continue to be required
- To revisit the cycle in more detail or with increased frequency
- More specialist assessment may be called for
- Staff require more specialist advice or the child requires more specialist support

- More specialist expertise is needed to inform reasonable adjustments and access arrangements for a disabled child
- The child requires an EHC needs assessment

Examples of Curriculum Access and Provision

- staff differentiate learning activities as part of quality first teaching
- preparation for new learning experiences and vocabulary development
- targeted additional adult group and, where appropriate, individual support
- bilingual support
- differentiation of curriculum resources
- speech and language groups
- 1:1 support
- focussed small group time

Strategies for monitoring and evaluating progress

- Ongoing assessment of progress against targets and expected outcomes
- Learning Journal sampling and moderation
- Review of Key Person Progress Pack (KPPP) tracking sheets
- scrutiny of planning and level of differentiation and use of learning resources
- informal feedback from all staff
- child and parental conversations
- regular meetings/ conversations about children's progress between staff

Additional SEND Support provision in addition to the identification, assessment, provision and monitoring for all children, our graduated approach to SEND support is as follows:

- The key person, sometimes with the SENDCO, will discuss with parents if we feel that their child requires SEND Support.
- Additional SEND support will be in place when a child's needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer
- The setting will use the Assess, Plan, Do, Review (APDR) paperwork
- We will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate on an APDR. Children will have targets they can understand.
- Our APDRs are a planning, teaching and reviewing tool which enables us to focus on areas of development for children with special educational needs. They are seen as working document which can be constantly refined and amended.
- Targets will address the underlying reasons why a child is having difficulty with learning
- Our APDRs will be accessible to all those involved in their implementation
- Our APDRs will state what the child can do, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes
- Our APDRs will have a maximum of three SMART targets
- The setting may contact the SEND helpline for additional advice and/or support
- The setting may make a referral to another agency.

Targets for an APDR will be arrived at through

- Discussion, wherever possible, with parents/carers, staff and the child
- Discussion with other practitioners as appropriate
- Classroom observations by the setting's Special Educational Needs Co-ordinator (SENDCO) and other room leaders
- Our APDRs will be time-limited – at least a termly review, there will be an agreed "where to next?"

For children with more complex needs

- the setting will begin the Setting Focus Plan (SFP) Paperwork
- SFPs will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of an education health and care plan (EHC) if expected progress is not made over time.

Request for statutory education, health and care assessment

Many children and young people with SEND or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

Following the request for an EHC needs assessment, or the child or young person having otherwise been brought to its attention, the local authority must determine whether an EHC needs assessment is necessary. The local authority must plan and communicate the decision to the child's parent or to the young person within 6 weeks of receiving the request. The local authority does not have to consider whether an EHC needs assessment is necessary where it has already undertaken an EHC needs assessment for the child or young person during the previous six months, although the local authority may choose to do so if it thinks it is appropriate.

Children with no SEND but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment if this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased for the setting by the LA (finance permitting) where a health professional recommends its use in writing.

Statement of Special Educational Needs or Education Health and Care Plan Children with a statement of special educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for children in receipt of SEND support and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required. Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

Criteria for exiting the SEND register/record

At the review stage, where the child's key person, SENDCO and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective universal setting-based strategies, interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEND Support.

Supporting children and families

Our setting aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform us of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the setting will listen and act appropriately;

- focusing on the child's strengths as well as areas of additional need, allowing parents and carers opportunities to discuss ways in which they and the setting can help their child;
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision making process;
- making parents and carers aware of sources of information, advice and support e.g the LA Local Offer /Cheshire East Information Advice & Support/ Children Centre groups and facilities
- providing information in an accessible way for parents

Pupil Voice

Early years providers should know where children and young people with SEND are in their learning and development. They should ensure decisions are informed by the insights of parents and those of children themselves.

Children have the right to be involved in making decisions and exercising choice. Children attending early years settings are aged four years and under so consulting with them to seek their views about how we are meeting their needs must be age appropriate. Children can communicate using toys, pictures, photos of people and settings, creative role play using puppets and dolls in different scenarios and these can all be used to promote communication and enable children to express their views.

The above can be used in conjunction with the following strategies:

- Have regular meetings and discussions with parents about what we have planned for their child and how to link this with interests and passions demonstrated at home
- Make close observations during their attendance to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning
- Involve children with planning their own activities and encouraging them to share what they would like to learn and participate with
- Extend any resources that they show a preference for
- Ensure the children are happy, motivated and make progress throughout their time in the setting.

Effective Transition

- For all children, we will ensure early and timely planning for transfer into the setting, from room to room and from the setting into school. We invite parents and carers, room leaders, key persons and the SENDCO to SEND reviews.
- During the year in which children are due to move to school, transition meetings are held, and arrangements discussed. For children with SEND this may include additional familiarisation visits, buddy bonding activities, parental/carer visits to school or other reasonable adjustments in addition to normal arrangements for all children.
- When children are due to leave our setting, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

- We will discuss transition needs of all children with Statements of SEND or an Education Health and Care Plans at their statutory Annual Reviews.
- For children with an Education Health & Care Plan in transition years, the SENDCO will also attend any Annual Reviews for the children at their feeder school if invited.

Supporting Children with Medical Needs

- Some children in our setting have medical conditions that require care and support to enable full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case then we will comply with its duties under the Equality Act 2010. • Some may also have special educational needs (SEND) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision.
- Individual health and care plans are in place for children with medical conditions.

Training and Resources

- The DfE funds Local Authorities to provide the free entitlement for 3- and 4-year olds and some 2-year olds. This is funded through the early years block of the Dedicated Schools Grant (DSG).
- Our setting makes some provision for our children from our core funding e.g. for more frequent engagement with parents, observations of children and group intervention programmes e.g. Toddler Talk, Chattering Children.
- Where a child is identified as not reaching expected levels of development after universal interventions, the setting may apply to the Local Authority for some additional funding to provide short term, targeted intervention. This is subject to budgetary availability.
- As a setting we identify the continuing professional development (CPD) needs of our staff through termly supervisions and annual appraisals.
- The Local Authority provides a range of SEND professional development courses which practitioners can apply for.
- Key workers undertake induction on taking up a post, which includes a meeting with the SENDCO to explain the systems and structures in place around the settings SEND provision and practice and to discuss the needs of individual children.
- The Early Years Helpline Tel: 01625 374162 is available for advice and guidance. Monday 1.30-4.30pm
- We promote links to the Knutsford children centre, which parents can be sign posted to, as they offer sensory room provision, baby massage sessions, rhyme time sessions and S&L group sessions.

Roles and Responsibilities

The Provider - The legal responsibilities for disabled children and children with SEND lie with the SENDCO and The Nursery Manager. These have responsibility for the day-to-day management of all aspects of the Preschool's work, including work with children with SEND. The Manager and the settings SENDCO agrees policies. The Manager ensures the implementation of SEND and disabilities policies.

The SENDCO

- The SENDCO works closely with all practitioners in the setting; has responsibility for the day-to-day operation of the setting's SEND policy and for co-ordinating provision across the setting; and for supporting colleagues in all aspects of their work with children with SEND.

Role of the SENDCO

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by setting
- Liaising with professionals or agencies beyond the setting

All Practitioners

- In addition to the setting's Manager (SENDCO), all members of staff have responsibilities to disabled children and children with SEND and need to understand these and the setting's approach to identifying and meeting SEND. Where a child is identified as having SEND, the Code of Practice envisages that the individual practitioner, usually the child's key person, will lead the engagement with the child and the child's parents, with the support of the SENDCO and remains responsible for working with the child on a daily basis.

Providers must inform parents and /or carers of the name of the child's key person and explain their role, when a child starts attending a setting. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. •They should help families engage with more specialist support if appropriate

Accessibility

High Legh Preschool Nursery will make all reasonable adjustments to the settings provision to ensure a child with a disability or SEND can access all the facilities on offer. The premises offer an accessible entrance, the setting is all on one level.

Bullying

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. (See Behaviour Policy)

Partnership with Parents & Other Agencies - Policy Statement

High Legh Preschool Nursery believes 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. We also aim to support parents in their own continuing education and personal development. Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included. When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as stepparents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as adoptive and foster parents. The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'.

Procedures

- Parents are always made to feel welcome and they are greeted appropriately.
- We have a means to ensure all parents are included- that may mean that we have different strategies for involving fathers or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- Every child is provided with a home book for parents to use in a way that suits them best as a means of communication between parents and staff and/or a diary of activities and achievements.
- We inform all parents about how the setting is run and its policies through access to written information, including our Safeguarding

Children and Child Protection policy

Our responsibilities under the Prevent Duty Act:

- * through regular informal communication and our website. We check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. We will provide parents with a privacy notice at registration that details how and why we process your personal information. The exception to this is where there is reason to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding the child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.
- We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.

- Parents are actively encouraged to play an active part in the governance and management of the setting by joining the Pre-school Committee.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide enough opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share any concerns if they arise.
- We do our best to share information with parents about their child's day by displaying photographs and sharing information on a notice board regarding what activities they have taken part in, what they have eaten for lunch and which members of staff have cared for them each day.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- 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.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being, informing parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- We hold meetings in venues that are accessible and appropriate for all.
- 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 complaint's 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. The weekly plans are displayed for parents to view and photographs are displayed on a weekly basis showing what learning has taken place in the activities displayed.
- We welcome the contributions of parents; in whatever form these may take.
- There are opportunities for parents to take active roles in supporting their child's learning in the setting; informally through helping or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

- We provide opportunities for parents to attend with their child for a 'stay and play' session, including allowing working parents to attend with their child on a non-working day wherever child places allow.
- We provide opportunities for resources to be taken home for a period with ideas on how to use them and welcome all feedback.

Partnership with other agencies

High Legh Preschool Nursery works in partnership with local and national agencies to promote the well-being of all children. We will never share your data with any organisation to use for their own purposes.

Procedures

- We work in partnership, or in tandem, with local and national agencies to promote the well-being of children.
- We have procedures in place for the sharing of information about children and families with other agencies. These are set out in our Privacy Notice, information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.
- Information shared by other agencies with High Legh Pre-school 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 our setting and respect their professional roles.
- We follow the protocols for working with agencies, for example on child protection.
- We ensure that 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, and signpost to, local and national agencies who offer a wealth of advice and information. This helps us to develop our understanding of the issues we face and 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.