



PARENTAL INVOLVEMENT & COMMUNICATION POLICY

Member of staff responsible	Caroline McKellar
Committee member responsible	Liz Fellman/Gosia Rumsey
Date agreed with staff	
Date agreed at Committee	
Signed on behalf of Committee	
Print name & date	
Frequency of policy review	Annual
Date next review due	September 2010

Document Version Control

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1.0	September 2009	Checked against PSLA guidelines

Statement of Intent

At Lydiard Millicent Pre-school, we believe that children benefit most from pre-school early years education and care when parents and pre-schools work together in partnership.

Aim

We aim 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 try to involve all parents in the Pre-school, whether this is through involvement in the committee, through contributing skills, knowledge and interests or through any other way they feel comfortable with. Parental involvement and an open dialogue with parents is key to the success of Lydiard Millicent Pre-school.

For the purposes of this document, 'parents' is used to mean both mothers and fathers, as well as step-parents 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, foster carers and other individuals who may have parental responsibility for a child.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child	

Method

In order to fulfil these aims:

- We consult with parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the running and management of the Pre-school.
- Staff are aware of the need to maintain confidentiality
- We inform all parents on a regular basis about their children's progress.
- 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 inform 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.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- 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 complaints 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.