

Early Years - School Readiness Partnership Agreement (Exemplar)

*This guidance is to adapt for partnership working between schools and preschools/childminders. You should agree details that are pertinent to your work and adapt/add to allow for effective collaboration.
This document is part of the School Readiness package of key documents for EY providers to use to ensure children and families are ready for school and vice versa.*

Between..... (Insert name e.g. Pre-school)

And (Insert name School)

Date from Date to.....

1. GENERAL:

In forming this partnership agreement both parties are committing to:

- collaborative working from the school/academy staff, and governing body and the pre-school/nursery staff and managers/committee members/childminders (substitute as appropriate);
- opportunities for professional discussions around joint planned activities;
- shared policies and procedures;
- scheduled joint planning meeting times;
- joint training, where appropriate;
- an understanding of the statutory duties which people must work to. For example, Ofsted requirements, EYFS; SEN Code of Practice and safeguarding;
- the delivery of high quality Early Years Foundation Stage Practice;
- inclusion, diversity and equal opportunities;
- having regard to: Oxfordshire Early Education Funding agreement, EHA, Education Health and care needs assessment for the delivery of the early years practice, the sharing of information and decision making.

Name of Partnership:	School: Setting/childminder:
Statement of intent (purpose of partnership)	The statement should include intentions to ensure: <ul style="list-style-type: none"> • an effective channel of communication between all parties including parents and carers; • seamless delivery of the Early Years Foundation Stage across pre-school and school resulting in smooth transitions for children.
Who will be the link person/s between School and Pre-School/Nursery/Childminder	
School	Early Years Provision

2. ROLES AND RESPONSIBILITIES:

<p>On behalf of the School/ Academy:</p> <ul style="list-style-type: none"> • Chair of Governors or the EY Foundation Stage Governor • EY Foundation Stage Lead across the school or Reception Teacher • Head Teacher 	<p>On behalf of the pre-school/childminder:</p> <ul style="list-style-type: none"> • Chair of Committee or Trustee • Supervisor or Manager or owner • Childminder 	<p>On behalf of the Out of School Hours Provision:</p> <ul style="list-style-type: none"> • Chair of Committee or Trustee • Supervisor or Manager or owner
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Define the roles and responsibilities of staff involved in the partnership and to whom they are accountable to.

Name	Role/responsibility	Accountable to

3. PARTNERSHIP WORKING This section should detail the collaborative working strategy in terms of shared ethos and principles.

<ul style="list-style-type: none"> • Links between the pre-school/childminder and school on websites and in each prospectus to aid collaborative working • Newsletters, flyers and notice boards • Joint open days / Joint training when relevant • Joint planning • Link person from school will attend pre-school committee meetings and vice versa as appropriate • Key policies that reflect the partnership and are cross referenced by both parties • Issues or areas of concern regarding daily routines are addressed to ensure continued effective work- ing relationships are maintained • The early identification of any issues/concerns or special needs of individual children is shared
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- Provisions are to complete SEF regarding partnership working
- The most effective use is made of resources, equipment and staff
- The requirements of Early Education Funding for the delivery of the early years entitlement are met
- Greater flexibility in how parents can access the increased early years entitlement
- Parental consent, working together to ensure strong partnerships with families

4. Agree the areas for communication with regards to children transferring to school from an EY provider; agree the various aspects areas of work, leads, and outcomes. It is always advisable to have review dates and to ensure that these do happen. You can create your own Action Plan (What, Who When and How) using the table below as a guide.

Children identified /concerns:	Action required	Responsible leads	Outcomes	Review date
SEND				
LAC				
EYPP				
EAL				
EHA				
CIN/CP				
CAF/TAC				
More able working above developmental stage				

5. Moderation of assessments – ensure consistency and accuracy of judgements by moderating together using the Development Matters and children’s learning journals. Ideally these meetings should be held throughout the year and at least in the summer term before children transfer to school.

Date of moderation meeting:	
Agreed Attendee/s:	
Venue:	

6. CONTACT WITH PARENTS:

This section identifies who has which responsibilities in terms of working with parents.

<p>School and pre-school’s/childminders prospectuses to reflect and support each provision and to have shared ethos and principles</p> <ul style="list-style-type: none"> • Separate clear complaints procedure for pre-school/childminder and school • Clear working policies in terms of communication with parents that align to each provision • Agreement of working practices – such as use of ‘What to Expect When’ document, Smooth transitions in the Early Years, EAL document, School Readiness booklets, Why good attendance is important, Parental engagement and attendance, Health and development two year old reviews, How to spend Pupil premium, Home visit policy/settling in policy (see Early Years Toolkit).
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7. ADMISSION POLICIES AND PROCEDURES.

(adapt to suit relevant parties in the agreement)

<ul style="list-style-type: none"> • No pre-school child can be guaranteed a place at the school unless it is an Academy and the admission policy clearly states this • The allocation of school places must be through the admission policy and procedures endorsed by Oxfordshire County Council • Settling-in procedures – identify what these are and ensure that they are shared and agreed between the provisions and parents (see policy of the Early Years toolkit) • Transition procedures - identify the detail of procedures (see the transition timeline and the transition guidance document on the Early Years toolkit)

8. SHARING OF INFORMATION:

- Details of data collection and information sharing
- Details of parents' consent and confidentiality procedures – pre-school consent forms to include consent to share information with school
- Management information required
- Safeguarding procedures, particularly in terms of responsibilities if members of staff are working across settings (follow your safeguarding policy and procedure if you have concerns).

9. POLICIES:

- Policies should be in place according to the Early Years Foundation Stage Statutory Framework.
- Policies should be reviewed at least annually and have the date of review recorded on each policy.
- Policies should be signed and agreed by all partners
- Pre-school/childminder to ensure policies are in line with school/Academy principles
- Ensure all policies are available and easily accessible
- Every provider to have its own SENCO and designated Safeguarding lead and follow Oxfordshire Safeguarding Children's Board guidance
- Health and Safety policies should be aligned wherever possible

10. ORGANISATION:

This section should detail what should happen in terms of visits to the school/Academy or nursery site and should also be used if it is a nursery/pre-school setting that is operating on a school site.

- Arrivals and departures are signed in and out, identification badges checked and verified on visit, evidence of DBS checks available.
- Safeguarding policy and procedure shared
- Mobile phones are turned off and securely stored by provision
- The site is secure and not accessible to strangers
- Emergency procedures, e.g. fire is shared
- Cleaning of premises arrangements are scheduled out of hours
- Timetabling use of shared resources and areas of play is clear.
- Health and safety responsibilities are shared with visitors
- Insurance is in place
- Planning for Emergency Situations in Early Years Settings is in place

11. REVIEW OF AGREEMENT

There needs to be a clear process for monitoring and reviewing the agreement. Decide which areas of work you are going to focus on each term/year and monitor progress.

Date of review	Piece of work to	By whom	Criteria for measuring success	Next steps

12. We the undersigned confirm that we have read this Partnership Agreement and accept the roles and responsibilities contained in it.

We also agree to actively work to use this agreement to facilitate transitions across the Early Years Foundation Stage; to support collaborative working; to share information to achieve a consistent approach and to raise the quality of the provision for all of the children in our care.

To be completed by members of all parties to this agreement as appropriate.

Name	
Chair of School Governors	
Signature	
Date	

Name	
Chair of Pre-school Committee /owner of nursery/childminder	
Signature	
Date	

Name	
EY Foundation Stage Co-ordinator / Reception Teacher	
Signature	
Date	

DATE FOR REVIEW

Signed copies of this agreement and any subsequent reviews to be kept on file by the school/ Academy/Nursery/pre-school/Childminder/out of school provision/children's centre (delete as applicable).

NOTE: This guidance is to adapt throughout for your partnership working. You should agree details that are pertinent to your work and adapt/add to allow for effective collaboration.

We would like to acknowledge Somerset Early Years Improvement team whose documents were referred to during the preparation of this gu

Timeline for Transition in the Early Years (Childminders, settings and schools)

The routines and processes in place that support all transitions must be flexible to ensure the needs of individual children and their families are met. Where possible, children will need time to become familiar with their new surroundings, at their own pace and with support from their key person.

12 Months preceding transfer to school					
<p><i>Transition planning is a continuous and evolving process and can be adapted to meet the needs of the individual child. Many activities such as joint meetings between settings, childminders and school staff can be on-going throughout the year. Similarly it is good practice for joint events such as outings or picnics to happen throughout the year.</i></p> <p><i>The dates in the boxes are suggestions that may need to be adjusted.</i></p>					
Autumn 1 September-October (Prior starting school)	Autumn 2 November-December	Spring 1 January-February	Spring 2 March-April	Summer 1 and 2 May-July	Autumn 1 September - October (Starting school)
<p><i>Allow for settling in period in setting.</i></p> <p><i>Review transition process re: children who have just started.</i></p>	<p><i>Continue to establish close links with main feeder setting/school.</i></p>	<p><i>Admissions deadline- January for reception age children</i></p>	<p><i>Schools and settings to start arranging transition plan meetings for children with additional needs.</i></p>	<p><i>School staff to visit Early Years settings. Complete the Early Years paperwork in transition pack; share this with parents. Induction visits to school with parents/carers and/or with setting staff. Early Years summary/transfer form sent to school.</i></p> <p><i>Add extra transition visits for late notice families.</i></p>	<p><i>Allow settling in period, evaluate process.</i></p>

