



EYFS Parental Involvement & Information Sharing Policy

St Anne's Catholic Primary School

Nursery and Reception

Policy established	September 2026	Approved by Headteacher	
Approved by Chair of Governors		Review date	September 2027 or on change of guidance from the DfE.
Applies to	EYFS provision	Status	School policy

1. Purpose

At St Anne's Catholic Primary School, we recognise parents and carers as children's first and most enduring educators. Children achieve the best outcomes when families and school work together in a respectful, trusting and supportive partnership.

This policy explains how our Nursery and Reception classes develop positive partnerships with parents and carers, involve families in children's learning and development, keep families appropriately informed, encourage two-way communication, share information safely and lawfully, and protect children's privacy, confidentiality and welfare.

Our approach reflects the Early Years Foundation Stage (EYFS) statutory framework, safeguarding guidance and relevant data-protection legislation.

2. Our aims

We aim to create an EYFS culture in which parents and carers feel welcomed, respected, listened to and involved. We will:

- recognise the unique knowledge parents and carers have about their child;
- establish open communication from the point of admission;
- provide clear and accessible information about children's experiences and progress;
- encourage families to contribute to their child's learning;
- listen to parents' views, questions and concerns;
- celebrate children's achievements at home and at school;
- work sensitively with families from different backgrounds, cultures and circumstances;
- make reasonable adjustments to communication where required; and
- ensure information is handled confidentially and shared appropriately.

3. Beginning the partnership

Partnership with families begins before a child starts Nursery or Reception. Prospective families are invited and warmly welcomed to EYFS Open Evenings, usually held in the Autumn term. We also give families the opportunity to arrange an additional appointment to view the department.

Where appropriate, we will provide welcome or induction meetings, opportunities to visit the setting, transition information and opportunities to discuss the child's interests, strengths and needs.

Parents and carers will be encouraged to share relevant medical, developmental, dietary, SEND and safeguarding information. Additional transition arrangements will be considered for children who may require them.

4. The Key Person and named adults

Each child in Nursery will be allocated a Key Person in accordance with EYFS requirements. Parents and carers will be informed of the name of their child's Key Person and the role they play in ensuring that care and learning are tailored to the child's individual needs.



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In Reception, families will know the class teachers and other adults responsible for supporting their child and whom they should approach with questions or information.

5. Day-to-day communication

We value regular two-way communication. Depending on the information being shared, communication may take place through:

- conversations at arrival and collection;
- school-approved communication systems; Dojo app
- newsletters, letters and the school website;
- telephone calls, emails or approved messaging systems;
- parent consultations, workshops and information meetings;
- individual meetings with teachers, the Key Person, EYFS Leader, SENCO or other appropriate staff; and
- reports and other progress information.

Arrival and collection times are primarily focused on children's safety and supervision. Where a conversation is sensitive, confidential or requires more time, parents and carers will be encouraged to arrange a suitable appointment. This will be held in a private room to ensure confidentiality of information.

6. Information provided to parents and carers

Families will receive appropriate information about their child's EYFS provision, including:

- how the EYFS is delivered;
- activities, experiences and the daily routine;
- ways to support learning at home;
- how children with SEND are supported;
- meals, snacks and drinks, where applicable;
- relevant policies and procedures;
- staffing arrangements and the child's Key Person, where applicable;
- emergency contact arrangements; and
- procedures relating to matters such as late collection and missing children.

7. Parents as partners in learning

Parents and carers are encouraged to contribute to their child's learning and to share children's interests, achievements, significant experiences, family and cultural experiences, favourite books, songs and activities, changes affecting wellbeing, and learning taking place outside school.

We may provide suggestions for enjoyable activities families can undertake together at home. Home learning in the EYFS should be appropriate, playful and manageable; parents are not expected to replicate school teaching at home.

8. Sharing information about children's progress

Practitioners continually build their understanding of children through interaction, observation and professional judgement. Parents and carers will be kept informed about their child's progress and development through appropriate conversations, consultations, reports and statutory assessment arrangements.

Information from parents and carers will contribute to our understanding of children's learning and development. At the end of Reception, families will receive their child's EYFS Profile results and have an opportunity to discuss them.



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Assessment information will be communicated sensitively. Where a child is working below an expected level, discussions will focus on strengths, individual development and the support that will help the child progress.

9. Children with SEND or additional needs

Close partnership with families is particularly important when a child has, or may have, special educational needs or disabilities. Staff will work collaboratively with parents and carers, the school's SENCO and, where appropriate, external professionals.

Families will be involved in discussions about strengths and needs, reasonable adjustments, strategies, targeted provision, referrals, plans and reviews, and transition arrangements. Parents' knowledge and views will be valued throughout.

10. Supporting families

We recognise that family circumstances can change and children may sometimes require additional support. Where appropriate, staff may signpost families to services or work with other professionals to support the child and family.

This work will be undertaken sensitively, with appropriate regard to confidentiality, consent, safeguarding responsibilities and the child's best interests.

Our school Pastoral Manager and the Wellbeing and Welfare Manager will provide additional support and advice where appropriate.

11. Information sharing and confidentiality

Information about children and families will be treated respectfully and confidentially. Personal information will only be collected, stored, used and shared where there is an appropriate reason for doing so and in accordance with the school's data-protection policies, the UK GDPR and the Data Protection Act 2018.

Parents and carers will receive appropriate privacy information explaining how personal information is used. Staff will not discuss confidential information about a child or family with other parents, and sensitive conversations will take place as privately as reasonably possible.

12. Information sharing for safeguarding

The safety and welfare of the child will always take priority.

There may be circumstances in which information about a child or family needs to be shared with the Designated Safeguarding Lead, local authority children's services, police, health professionals or another relevant agency.

Where appropriate, parents or carers will normally be informed about information being shared. However, consent is not always required before sharing information for safeguarding purposes. Information may be shared without consent where there is a lawful basis and doing so is necessary and proportionate to protect a child or another person from harm.

Staff must never promise a parent, carer or child that safeguarding information will be kept secret. Any safeguarding concern will be recorded and passed promptly to the appropriate safeguarding lead in accordance with school procedures.

13. Sharing information with professionals and other settings

Relevant information may be shared appropriately with professionals involved in supporting a child, including the SENCO, health professionals, speech and language therapists, educational psychologists, local authority services, social workers, family support services, safeguarding partners and other educational settings.

Information sharing will be lawful, necessary, proportionate, relevant, adequate, accurate, timely and secure. When a child moves from Nursery to Reception, Reception to Year 1, or to another school or setting, relevant information will be transferred securely to support continuity of education, safeguarding and care.



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14. Photography, observations and digital information

Photographs, observations and other records of children's learning will only be collected and used through school-approved systems and in accordance with the school's safeguarding, data-protection, photography and acceptable-use procedures.

Information about one child will not knowingly be shared with another family unless there is an appropriate lawful basis. Parents and carers are expected to respect the privacy of other children and families when attending school events or receiving information from the setting.

15. Separated parents and parental responsibility

The school will aim to communicate appropriately with all individuals who have parental responsibility for a child, subject to any legal restrictions or safeguarding considerations.

Parents and carers are responsible for informing the school about changes to contact details, parental responsibility, relevant court orders, living arrangements that the school needs to know about, and restrictions relating to collection or contact. Each parent/carer will provide a minimum of 2 emergency contacts to the school office.

The school will maintain required information about individuals with parental responsibility, whom the child normally lives with and emergency contacts. Where possible, more than two emergency contact numbers will be held for each child.

16. Accessible and inclusive communication

We want information to be accessible to all families. Where reasonably practicable, we will consider appropriate support for parents and carers who have English as an additional language, literacy difficulties, a disability or communication need, or require information in an alternative format.

We will avoid unnecessary jargon and aim to communicate in a clear, respectful and understandable way.

17. Concerns and complaints

We encourage parents and carers to raise questions or concerns at an early stage so that they can usually be resolved through discussion. Concerns should normally be raised initially with the child's class teacher or Key Person and, where necessary, escalated in accordance with the school's complaints procedure.

The school will follow the statutory EYFS requirements relating to written complaints, including keeping appropriate records and investigating complaints relating to EYFS requirements within the required timescales.

18. Responsibilities of parents and carers

We ask parents and carers to support the partnership by:

- keeping contact and emergency information up to date;
- provide at least 2 emergency contact numbers for their child.
- informing staff about significant changes affecting their child;
- sharing relevant health, medical, SEND or safeguarding information;
- engaging with meetings and consultations where possible;
- communicating respectfully with staff;
- respecting the confidentiality and privacy of other children and families; and
- raising concerns directly with the school rather than discussing confidential matters through social media.

19. Responsibilities of staff

EYFS staff will:

- welcome and value parental contributions;



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- communicate respectfully and professionally;
- listen carefully to parents' concerns;
- share appropriate information about children's learning, development and wellbeing;
- maintain professional confidentiality;
- keep appropriate records;
- follow the school's safeguarding procedures;
- share safeguarding information promptly when required; and
- ensure important information received from a family is passed to the appropriate member of staff.

20. Monitoring and review

The EYFS Leader will monitor implementation of this policy across Nursery and Reception. We will seek opportunities to gather parents' views about EYFS provision and use appropriate feedback to develop our practice.

The policy will be reviewed in accordance with the school's policy-review cycle and sooner where there are significant changes to EYFS, safeguarding, information-sharing or data-protection requirements.

Related school policies

This policy should be read alongside the school's Safeguarding and Child Protection Policy, SEND Policy, Privacy Notices and Data Protection Policy, Online Safety Policy, Attendance Policy, Behaviour Policy, Complaints Policy, Photography/Images Policy, Admissions and Transition Procedures and EYFS Policy.

Key national guidance

- Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers.
- Department for Education: Early Years Foundation Stage Profile handbook.
- Department for Education: Information sharing advice for safeguarding practitioners.
- Department for Education: Keeping Children Safe in Education.
- UK General Data Protection Regulation and Data Protection Act 2018.