

# Blended Model Policy & Agreement



## Aim

The purpose of the blended placement policy is to ensure a consistent approach between settings, promoting working in collaboration, to ensure that the needs and the learning priorities for individual children are met in a consistent manner and that information is shared regularly to support this. This document will be used to support a shared agreement between two settings where the child shares their 1140 hours funding between them.

## Procedures

Both ELC settings should work together to ensure this agreement is met and signed by all parties no later than two weeks after a blended place commencing.

- Prior to a child starting at a new setting, the current setting should contact the new setting to organise a transition and discuss the blended agreement. Best practice would be for the new setting to visit the child in their existing setting however where this is not possible a handover can be done over the phone.
- Both providers will liaise with each other termly as a minimum. These may be in person or over the phone and a record of conversation should be held in the child's wellbeing log.
- The child on a blended place will have their learning priorities shared with the other setting in a way that has been agreed by both settings and parents e.g. email. Learning priorities may differ across settings, but it is important that these are shared. Learning priorities should be updated and shared termly.
- Both providers should share access to their online platforms e.g. twitter/ seesaw with each other and settings are encouraged to send links with regards to significant learning, interests or achievements via this platform in the same way as a parent would.
- Both settings should share the child's learning journals with each other on a minimum of a termly basis.
- Both settings should send feedback sheets to the other setting in reference to the learning journal. Individual settings can include what they wish on their feedback sheets. Both settings should complete these and return them with the learning journal.
- Both settings should collaborate with regards to deferral, transition, or any professional involvement referrals such as Speech and Language.
- Feedback should be obtained for the completion of any documentation such as referrals, deferrals, or transition records either in writing or at a collaborative meeting where notes are taken.
- When an individualised care, medical or education plan is in place for the child, both settings should have input into this and should be invited to attend meetings and have minutes shared with them.
- Both settings should hold a copy of this agreement and the parents should be given a copy too.
- Both settings should complete any annual self-evaluation feedback sheets to continue improving the blended service.

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Appendix 1

## Agreement Between settings.

Both Settings should hold a copy of this.

Childs Name:		
Agreement	Initial Setting One	Initial Setting Two
We agree to liaise a minimum of once per term with regards to the child who attends my setting on a blended part funded placement.		
We agree to share Learning priorities for the child a minimum of once per term		
We agree to send links via the following secure platform (delete as appropriate) twitter/seesaw/ Midlothian Google Workspace.		
We agree to provide feedback in relation to the child's learning journal when shared.		
We agree to collaborate with regard to deferral, transition or any professional involvement referrals such as Speech and Language.		
We agree that any relative paperwork such as deferrals and referrals in collaboration across both settings.		
Please only Tick one of the following and delete as appropriate.  My setting will complete an individualised transition record for the child going to Primary one. <input type="checkbox"/>  Setting one/ two will complete the transition docment with input from setting one/two obtained in a pre agranged way. <input type="checkbox"/>		

	Setting One	Setting Two
Setting/ business name:		
Name Print		
Signed		
Relationship to the child:		
Date:		

Date Received	
Manager /SEYP Signature:	

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Appendix two

## Agreement Parent/ Carer

Childs Name:	
Agreement	Initial
I agree to both my child's funded providers communicating regularly with each other and I am happy for communication to be done (please tick all that apply.) In Person <input type="checkbox"/> Over the Phone <input type="checkbox"/> Via email <input type="checkbox"/> Online platform <input type="checkbox"/>	
I agree for both my child's funded providers to share my child's learning priorities with each other and myself.	
I agree for both settings to share access to their own online platforms and for links to be sent via these platforms for example twitter/ see saw	
I agree to complete feedback sheets sent by both settings.	
I agree that both settings should collaborate with the other in regards to deferral, transition or any professional involvement referrals such as Speech and Language.	
I agree to share information with the other provider (such as my child's learning journal) where the settings do not meet each other face to face.	

Please provide details of which days your child attends which setting for their funding.					
Setting name	Mon	Tue	Wed	Thur	Fri

Parent/ Carer Name:	
Signed	
Relationship to the child:	
Date:	

Date Received	
Manager /SEYP Signature:	