

Blended Placements Category: Early Years

Risk Management and Legal Implications

Failure to manage risk may impact on the delivery of Service objectives and the outcomes achieved by Service users. Education and Children's Services aim to mitigate the implications by ongoing management and review of risk in all elements of work activity.

The production of this document is one way in which we aim to reduce our exposure to risk. By providing staff with information on good practice, making reference to other guidance that is available across the Council and providing clarity on how we should do things, we can ensure that the management of risk is intrinsic to what we do.

Version Control:

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Clark Graham	1.0	10/10/22	10/10/2024
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Blended Placements

"The aim of flexibility is to provide options for families which are in the best interests of the child whilst also meeting the needs of the parents. Being able to access funded and discretionary early learning and childcare, where they are required, at the same location can provide consistency for the child and their parent(s). However, there is no evidence to indicate that all of the child's funded early learning and childcare entitlement should be delivered by the same provider. A mixed model of provision can be beneficial for children and parents, and education authorities should accommodate blended placements across different providers where this meets the needs of the child and parent(s)." (Scottish Government, 2021, pg 41)

Aim

The aim of this blended placement policy is to ensure that individual children, who share funded ELC hours between two or more settings, benefit from staff working in collaborations to ensure that the child's wellbeing, development and learning needs are shared regularly and understood by all.

This document will be used to provide guidance to support a shared agreement between two settings where the child shares their 1140 hours funding between them.

Blended Model Best Practice Between Settings

ELC providers should:

- work in an integrated way to ensure that a child's attendance is monitored, and any concerns shared and acted upon.
- participate in an initial discussion about the child no later than two weeks after a blended place commences.
- agree to liaise a minimum of once per term with regards to the child who attends a setting on a blended part funded placement. This liaison may be in person, over the phone or on Teams. Any supports for the child should be agreed and form part of the child's personal planning documentation.
- agree learning and development priorities for the child. Learning priorities may differ across settings, but it is important that these are shared and understood by all.
- where and if possible, both settings should share the child's learning journals with each other on a termly basis.
- agree to collaborate regarding deferral, transition or any professional involvement referrals such as Speech and Language Therapy
- agree that any relative paperwork such as deferrals and referrals should be completed in collaboration across both settings.
- agree that transition information should be agreed regarding the child moving on to a new ELC setting or on to primary school.
- collaborate when any 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.



- self-evaluate the quality of blended placements to ensure that their blended service is under continuous improvement

References

Scottish Government, 2021 "Early Learning and Childcare Statutory Guidance"



Appendix One

Blended Placement Sample Agreement Parent/ Carer

Child's Name:	
Child's DOB:	
Child's Address:	

Agreement	Parent/Carer Initials
I agree to both my child's funded providers communicating regularly with each other, and I am happy for communication to be in person, over the telephone or electronically.	
I agree for both my child's funded providers to share my child's learning priorities with each other and myself.	
I agree to complete information sent by both settings.	
I agree that both settings should collaborate with each other regarding deferral, transition or any professional involvement referrals to external agencies	
I agree, where possible for both my child's personal learning journals to be shared with each setting.	
I agree that both funded providers should collaborate if any individualised care, medical or education plan is required for my child.	

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

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

Received by name:	
Received by signature:	
Setting name:	
Date:	