

Last Revision Date	September 2017
This policy is Reviewed by	The Head of EYFS
Group	EYFS
ISI Reference	
Next Review Date	September 2018

Tick which category this document refers to:

ISI requirement to be made available	
ISI requirement to be on website	
Internal staff only	✓
Internal students only	
Internal staff and students	
Statutory requirement to have on website (non ISI)	

Introduction

In accordance with the Statutory Framework for the Early Years Foundation Stage April 2017 it is a legal requirement for providers to ensure each child is assigned a Key Person under Section 3 – The Safeguarding and Welfare Requirements.

3.27 “Each child must be assigned a key person. Their role is to help ensure that every child’s care is tailored to meet their individual needs, to help the child to become familiar with the setting, offer a settled relationship for the child and build a relationship with parents.”

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families. We believe that children settle best when they have a Key Person to relate to, who knows them and their parents well, and can meet their individual needs. The Key Person has special responsibility in working with a small number of children to give them the reassurance to feel safe and cared for and to build relationships with their parents. In Reception the Key Person is the class teacher due to the small class sizes. In the Nursery, as well as working with their key children, all the staff work across the whole learning environment and develop positive relationships with all the children. The Key Person system is flexible and if we feel a child would benefit from a change in Key Person this will be discussed with the parents.

Meeting the requirements of the Early Years Foundation Stage (EYFS)

- Each child will be assigned a Key Person who will help them to become familiar with their surroundings and who will develop a genuine bond with the child and immediate family that forms the basis of a settled, close relationship.
- The Key Person will meet the needs of each child and respond sensitively to their feelings, behaviour and ideas.
- A child’s patterns of attendance will be considered when appointing a Key Person.
- We will inform parents of the name of the Key Person, and explain their role, when a child starts. The parents will be given an information leaflet on the role of the Key Person and will have an opportunity to meet with their child’s Key Person prior to their child starting. Information regarding Key Person groups will be displayed within the setting.

The Key Person will:

- Act as the key contact for the parents and have links with other carers involved with the child, such as a childminder. They will co-ordinate the sharing of appropriate information about the child’s development with those carers.
- Meet with the child and their family prior to them starting. The most appropriate time for this is in Nursery is during the child’s two Taster Sessions and in Reception on the child’s Taster Day.

- Provide a secure attachment and develop a genuine bond with the child, offering a settled, close relationship. They will respond sensitively to the child's feelings, ideas and behaviour.
- Help their key child to become familiar with the setting and to feel confident and safe within it.
- Take primary responsibility for the observational records of their key child, using these to inform Next Steps in Development and individualised planning.
- Take an active role in planning for individual children. Each child in the Nursery will be a Focus Child for one week at least once a term and their interests, learning and progress will be focused on particularly during that time. Focus Child and In the Moment Planning in the Nursery and weekly planning incorporating children's interests in Reception will ensure that every child receives enjoyable, challenging learning experiences tailored to their individual needs.
- Be responsible for completing tracking for their child and writing Next Steps for the child's development each term.
- Encourage the Child's Voice by:
 - Making regular opportunities throughout the year to look at each child's Learning Journal with them, giving the child opportunities to make comments.
 - Sharing and valuing the child's WOW sheets as they are uploaded to Tapestry.
 - Ensuring that every child's play and learning is displayed and valued in the environment.
- Develop an effective two-way flow of information between themselves and the parent/carer. This will support parents in guiding their child's development at home. It will also enable the Key Person to learn more about any significant aspects of family life that may be important to the child to ensure that every child's learning and care are tailored to meet their individual needs. Some of the ways in which we facilitate an effective two way flow of information are:
 - An 'open door' policy encouraging informal dialogue at the beginning and end of each session.
 - Focus Child weeks in Nursery when parents/carers are encouraged to share their knowledge and understanding of their child and anything significant that is happening in their child's life.
 - WOW sheets that are filled in regularly and uploaded to Tapestry to celebrate the child's home experiences and achievements.
 - Termly parent interviews where the child's Learning Journal and Next Steps will be shared.
- Take responsibility for identifying any additional needs and help families engage with more specialist support if appropriate. Work effectively with any professionals involved with the child, e.g. speech and language therapist and occupational therapist and implement any advice given.
- Support a child through transitional periods such as joining Nursery, moving rooms, moving on to Reception and moving on to Year 1.

- Share information with different EYFS settings the child may attend to ensure that we are meeting the individual needs of each child who attends two settings.
- Plan for all shared communications and transfer of documents when there is transition within the school to a new Key Person, Reception teacher or Y1 teacher.
- Plan for all shared communications and transfer of documents when a child moves to a new setting.

The School will:

- Give staff and parents information about the role of the Key Person.
- Ensure that all staff undertake training to support them in their Key Person role. All new staff will be supported in their Key Person role by the Head of EYFS.
- Provide regular support for Key Persons, either individually or during staff meetings to ensure that there is time to give regular feedback and reflect on issues or concerns.
- Ensure that there is a secondary Key Person for each child who takes on responsibility in the case of absence, e.g. sickness, training.

Link to other policies:

Child Protection – Safeguarding and Welfare of Pupils Policy