



KEY PERSON

As outlined in the EYFS: '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.' (Statutory Framework for EYFS, 2012)

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 working with a small number of children giving them the reassurance to feel safe and cared for and to build relationships with their parents.

In the setting, 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 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 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 another setting.
- They will co-ordinate the sharing of appropriate information about the child's development with those carers.
- Try to meet with the child and their family prior to them starting.

- Provide a secure attachment and develop a genuine bond with the children and offer a settled, close relationship. They will respond sensitively to their feelings, ideas and behaviour.
- Help their key children to become familiar with the setting and to feel confident and safe within it.
- Take primary responsibility for the observational records of their key children. Using these to inform next steps and individualised planning.
- Take an active role in planning for individual children. They will input their ideas into the weekly planning meetings to ensure that every child receives enjoyable, challenging learning experiences tailored to meet their individual needs.
- Be responsible for completing the Individual Progress Review for children and writing Next Steps for the child's development each term.
- Encourage the Child's Voice by:
 - Sharing and valuing the child's WOW sheets
 - Sharing the child's Learning Journeys and developing learning opportunities based on them
 - Ensuring that every child's play and learning is displayed and valued in the environment.

We will develop an effective two-way flow of information between ourselves 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 is 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
- WOW sheets that are filled in regularly to celebrate the child's home experiences and achievements.
- Parent Feedback Slips which can be used to record the daily/regular conversations between staff and parents.
- Termly parent consultations where the child's Developmental Profile and Next Steps in Development 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 OT and implement any advice given.
- Support a child through transitional periods such as joining Nursery and moving on to Reception/school.
- Share information with different EYFS settings the key 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 a child moves to a new setting.

The setting 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.
- 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 occurrence of absence e.g. sickness, training.

This policy was adopted on	Date reviewed	Date for review
<i>1st September 2015</i>	December 2016	<i>3rd January 2018</i>