

Key Person Policy

Ethos

Research shows that when children form secure attachments to the adults providing their care they feel happy and secure and have the confidence to explore and learn; much as they do when in the safety and security of their own home and with their own family.

By providing each child with their own key person they are given the support they need for the transition to pre-school and a positive model for future transitions in their life. The child feels valued, parents feel reassured and staff gain immeasurable professional satisfaction.

“A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with parents.”

EYFS 2008, DfE

The key person meets the needs of each child in their care and responds sensitively to their feelings, ideas and behaviour and the family have a member of staff to relate to, and who knows them and their child.

Procedure

Families are introduced to their key person at their induction to give them the opportunity to get to know each other before their child starts at pre-school. The key person welcomes and looks after the child and their parents at the child's first session and during the settling in process.

However, the key person will endeavour to be there to welcome and say goodbye at every session, be the one to provide comfort and attend to their intimate care needs.

The key person works closely with parents regarding their child's interests, recent events, achievements, likes and dislikes and progress. They also ensure that the child receives early intervention or extra challenge if needed.

The key person is responsible for overseeing the child's learning and development through a process of observation, assessment and planning and for sharing their records with the child and their family.

The key person communicates with other carers involved with the child, such as another setting, and coordinates the sharing of appropriate information about the child's development with those carers.

The key person is responsible for writing SEN Support Plan, where identified that a plan is needed, working closely and supported by the setting SENCO.

In addition, key persons are responsible for writing any summative assessments, with the support of the Pre-School Leader or Deputy Leader and of tracking their key children's progress in the Early Years Foundation Stage.