



Key Person Policy

Statement

We believe that children settle best when they have a Keyperson to relate to, who knows them and their parents and who can meet their individual needs. Research shows that a Keyperson approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

Aim

We aim to inspire the children to be happy and enthusiastic learners, as well as respectful and mindful of others. Our Practitioners ensure that they know all the children well and build relationships with them and their families so we can provide support in the absence of the child's keyworker. All practitioners will be available for all children in the session, but we aim to ensure each child has a specific member of the team with whom they can build a close relationship. The Keyperson role is set out in the Welfare Requirements of the Early Years Foundation Stage, Section 3 – The Safeguarding and Welfare Requirements 3.27. ***“Each child must be assigned a Keyperson (this is displayed on the Staff board in the entrance hall) Their role is to ensure that every child’s care is tailored to meet their individual needs (in accordance with paragraph 1.16), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents”.*** The procedures set out a model for developing a keyperson approach that promotes effective and positive relationships for children who are in settings.

Procedures

Each Keyperson will:

- Be responsible settling the child into our setting and to develop a close relationship with their individual key children.
- Encourage and praise their key children's independence skills.
- Will ensure that all individual child's needs are met and provided for.
- Work with the parent(s) to plan and deliver a personalised plan for the child's well-being, care and learning, including their Next Steps.
- Carry out individual observations using Evidence Me of their key children to provide information planning the curriculum and assessing each child's individual stage of development.
- Act as the key contact for the parents and have links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers and regularly informally update parents on their child's progress.
- Communicate closely with parents and be available to discuss any concerns a parent may have. Be responsible for developmental records/observations and for sharing information on a regular basis with the child's parents to keep those records up to date, reflecting the holistic picture of the child in our setting and at home.

- Engage, communicate and nurture their key children and ensure they benefit from the activities available.
- Prepare a child for transition to school or another setting. Completing Transition or Progress Reports when required.
- Highlight any areas of concern to the staff team for their key children during their focus week
- At Lavington Pre-school we promote the role of the keyperson as the child’s primary carer in our setting and as the basis for establishing relationships with other staff and children.

The Manager and Chairperson are responsible for monitoring and evaluating the policy.

Reviewing the Keyperson Policy: The Chairperson is responsible for overseeing the annual review.

The Lavington Pre-school Keyperson Policy will be reviewed on:

Date: **Signed:**

Name: **Post:**

The Lavington Pre-school Keyperson Policy will be reviewed on:

Date: **Signed:**

Name: **Post:**

The Lavington Pre-school Keyperson Policy will be reviewed on:

Date: **Signed:**

Name: **Post:**

The Lavington Pre-school Keyperson Policy will be reviewed on:

Date: **Signed:**

Name: **Post:**