# Key Person Policy

Inspire Education Trust
Together we achieve, individually we grow

# <u>Key Person Policy</u>

**Introduction**

Paragraph 1.10 (page 10) of The Statutory Framework for the Early Years Foundation Stage says that each child must be assigned a 'key person'. The key person must:

- Help ensure that every child's learning and care is tailored to meet his/her individual needs
- Seek to engage and support parents and/or carers in guiding their child's development at home
- Help families to engage with more specialist support if appropriate.

When a child begins to attend a setting, the provider must inform the parent/carer of the key person's name and explain what the role involves.
(Statutory Framework for the Early Years Foundation Stage)

Within The Inspire Education Trust we are committed to providing experiences for all children which are based on the following four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

These principles underpin effective practice in the care, development and learning of young children. We aim to follow the guidelines set out for the EYFS including nominating a Key Person for every child that enters our Nursery and Reception Year classes.

A Key Person is the named member of staff assigned to an individual child to support his/her development and to act as the key point of contact with that child's parents or carers.

The Key Person system helps build positive relationships with the children between parents, carers and staff.

**This is achieved by:**

- An adult who is trusted, supportive and enables independence
- An adult who helps the child to become familiar with the setting and to feel confident and safe within it
- An adult who cares and responds sensitively to a child's feelings, ideas and behaviour
- An adult who is tuned in to the child and family and actively builds positive relationships and communication
- An adult who oversees and builds the shared record of a child's development and progress with staff, parents and other professionals.

The key children are selected by random for each Key Person to focus on. The Key Person will have the opportunity to meet the child during a home visit, greet them for the first time on the transition visits and welcome them on the first day of school.

**Each Key Person should:**

- Ensure that all children in their care, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability, experience a challenging and enjoyable programme of learning and development.
- Communicate regularly with parent/carers to ensure that additional needs are being met appropriately.
- Understand and work within the guidance of the school's policies which make reference to children with additional needs e.g. SEN, medication, safeguarding children and behaviour management.
- Plan to attend appropriate training in order to be proactive in supporting the children's needs.

The Key Person has a three-way role with a responsibility to the child, the parents and to Nursery and Reception in terms of writing observations and keeping records. Throughout the week there are team meetings where each Key Person meets to discuss planning, observations and progress about their key children. These discussions help the whole team to understand and further develop each child's progress and welfare.

The teachers have the main responsibility for the children's formal assessments throughout the school year and the written report at the end of Summer 2. The teachers will consult with the parents/carers during the October and February parent consultation meetings. There will be an additional opportunity for parents/carers to meet with their child's Key Person at the end of the school year to discuss the child's progress and smooth transition into Year One.

**Review**
This policy will be reviewed periodically according to the School's policy review cycle.

Date approved by Local Governing Body: Autumn 2019

Date to be reviewed:      Autumn Term 2022

Signed: _____