



Safeguarding and Welfare Requirement: Key person

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 become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

4.1 The role of the key person and settling-in

Policy statement

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

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our 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.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for:
 - Providing an induction for the family and for settling the child into pre school.
 - Ensuring all relevant forms are completed with parents, including consent forms.
 - Explaining our policies and procedures to parents and making them aware of where to find these for their reference.

- Offering unconditional regard for the child and being non-judgemental.
- Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- Recognising any developmental concerns and addressing these with the settings SENCO and sensitively discussing with parents/carers.
- Supporting the SENCO in writing support plans and target setting and ensuring intervention is undertaken regularly. Liaise with outside professionals in relation to any additional needs highlighted.
- Acting as the key contact for the parents.
- Developmental records and sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our pre school and at home.
- Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
- Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

Settling-in

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information from the initial enquiry to arranging viewings. We also provide open days for parents/carers to view the setting and meet the team. We signpost parents to our website and facebook page.
- We provide opportunities for the child and his/her parents to visit the setting for settling in sessions. These are very flexible dependant on each individual child.
- We take into consideration the age and individual needs of the child and where necessary stagger or delay start dates to ensure the best possible settling in process.
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits to explain and complete, with his/her parents, the child's registration records and permission forms. We explain the process of settling in and jointly decide on the best way to help their child settle.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We make parents aware that should their child become distressed we will ask them to reduce the period of time at the setting and collect their child earlier than planned
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first six weeks of starting, we ask the parents/carers to meet with their key person and discuss their child's development. Together we complete a baseline assessment for their child.

The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

This policy was adopted at a meeting of Pirton Pre-School Committee.

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| Held on (date) | |
| Signed on behalf of the Management Committee / Proprietor | |
| Role of signatory (e.g. chairperson) | |