

# Grangewood Independent School Key Person Policy

## 1 Introduction

- 1.1 This policy relates to the Key Person Policy for Grangewood Independent School and should be read in conjunction with Grangewood Independent School Transition & Settling-In Policy.
- 1.2 Each child must be assigned a key person whose role is to help ensure that every child's education and care is tailored to meet their individual needs.
- 1.3 The revised Early Years Foundation Stage Framework (April 2017) states "*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 (in accordance with paragraph 1.10), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents*".
- 1.4 The key themes and commitments are:
- Inclusive practice
  - Keeping safe
  - Health and well being
  - Parents as partners
  - The role of the key person in settling-in
  - Supporting every child
  - The learning environment
  - Personal, social and emotional development

## Statement of Intent

The governors and staff of Grangewood Independent School Nursery fully recognise the contribution it makes to safeguarding and promoting the welfare of children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical, moral and spiritual development of the individual child. The school recognises the importance of working within the framework for Every Child Matters: Change for Children and the five outcomes outlined within it:

To be healthy  
To stay safe  
To enjoy and achieve  
To make a positive contribution  
To achieve economic well-being

The revised EYFS Framework (April 2017) states: "*Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.*"

*The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.*" These premises are fundamental to the Early Years provision offered at Grangewood Independent School.

Written: Oct 2012

Reviewed: **Apr 2019**, Jul 2018, Jun 2017, Apr 2016, Jun 2015, Apr 2014, Feb 2013

## **2 Aims and objectives**

- 2.1** The aim of this policy is to make it clear why we have a key person for each child and how the key person policy operates.
- 2.2** The objective of this policy is that a consistent approach to the role of key person is adopted by all staff.

## **3 Key Person**

We operate a Key Person system in line with the statutory requirements of the EYFS. Each member of staff has a specific key responsibility for a number of children and is responsible for keeping up to date records on each child in their group.

- 3.1** We believe that where one member of staff concentrates on a small group of children, taking the main responsibility for meeting their emotional needs, liaising with parents/carers and completing/updating the child's individual records, they are in a better position to meet children's personal needs.
- 3.2** For Pre-Reception and Reception children the EYFS coordinator is responsible for the induction of the family (primarily during the Foundation Evening in July) and the Key Person is responsible for settling the child into our setting.
- 3.3** Prior to the child starting at our school we inform parents/carers of the name of the Key Person and explain their role (ideally during the initial home visit, *conducted during our Nursery Class admissions Home Visit*). The Key Person ensures that each child's learning and care is tailored to meet their individual needs. The Key Person seeks to engage and support parents/carers in guiding their child's development at home. He/she will also help families engage with more specialist support if appropriate.
- 3.4** In order to plan our educational programme effectively, taking into consideration individual needs, we keep records and monitor the progress of all the children who are in our care (starting with a baseline assessment within the first 2-4 weeks of starting at Grangewood).
- 3.5** The Key Person collects and collates observations and assessments on their group of children which have been completed by the staff team.
- 3.6** These assessments are based on assessment requirements and the EYFS principles. With links to the seven areas of learning and development these help to form the child's individual learning plan.
- 3.7** Each child has a Learning Journey file 'Special Book' which is created and maintained by their Key Person. This contains 'the all about me' booklet, recorded observations, photographs, 2Build A Profile tracking data, and any individual learning and development records, and is available to parents/carers and management for monitoring purposes.
- 3.8** Parents/carers are always welcome to come into school and discuss any issues with their child's Key Person. The Key Person acts as the key contact for the parents and has 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.
- 3.9** The school will routinely (once a term) request updated information from Parents/carers; however, we regularly remind Parents/carers of children in our Early Years Foundation Stage classes, of the importance of ensuring that contact details and other medical or personal information concerning their child is kept up-to-date with their Key Person.

- 3.10** We send an observational based summary home during each child's second year, ie. when a child is between two and three years of age (the 2-year-old Progress Check) and encourage parents/carers to come in for an informal meeting to discuss their child's progress.
- 3.11** In Pre-Reception and Reception the Key Person is responsible for developmental records and for sharing information on a regular basis with the child's parents/carers to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- 3.12** The Key Person encourages positive relationships between children, spending time with them as a group each day.
- 3.13** We provide a back-up Key Person, so the child and the parents have a key contact in the absence of the child's Key Person.

#### **4 Procedures for Settling In**

- 4.1** Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include:
- Home and previous setting visits
  - Foundation Evening (in the July before the child is due to start school)
  - Assessment Day
  - School Prospectus/Website/monthly School Newsletters
  - Foundation Evening Induction Pack (includes written information such as schedules, Chair of Governors contact details; healthy foods, snacks and drinks; handwriting scheme; uniform requirements; etc.)
  - Induction evening at the start of the Autumn term (September) and at the end of the Autumn term or beginning of the Spring term
  - Individual parent meetings of children new to the school
- 4.2** We allocate a Key Person prior to the child starting school; we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- 4.3** 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.
- 4.4** When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- 4.5** We recognise that some children will settle more readily than others but that some children who appear to settle rapidly may not be ready to be left.
- 4.6** We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting (*see Grangewood Illness, Upset and Crying Policy*). 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.
- 4.7** Within the first five to seven weeks of starting we discuss and work with the child's parents to start to create their child's record of achievement. Then the "learning Journey" begins.

## 5 Monitoring and Reviewing

- 5.1 This policy was agreed and implemented October 2012. The Governing Body undertakes a review of this policy annually, and monitors the efficiency with which the related duties have been discharged.
- 5.2 Amendments and/or updates will be made to this policy before the review date should there be any incidents which take place relating to it that give cause for concern.

Next Review Date: April 2020

Signed:

Head teacher:

Date:

Chair of Governors:

Date: