



Tickton Pre-school and Play Pals,

Key Person Policy.

&

Two Year Development Check.

Working in conjunction with the Early Years Foundation Stage Statutory Framework (EYFS).

Quality and Consistency.

A Secure Foundation.

Partnership Working.

Equality of Opportunity.

Unique Child

Positive Partnerships

Enabling Environment

Learning and Developing

EYFS

Policy Statement

Tickton Pre-school and Play Pals believe that children settle best and learn to be strong and independent through positive relationships with a key person to relate to and trust, a key person who knows them and their parents well and who can meet children's individual needs on a daily basis.

Each child must be assigned a key person.

The key person must ensure that their key children's care is tailored to meet their individual needs and work in close partnership with parents.

A key person must help children to become familiar with the setting.

Key workers must work hard to form a 'positive working relationship' with their key families. Parents need to be made aware of the importance of working in partnership with their key person to provide for the care and educational needs of their child. Research shows that children thrive and parents have confidence when a positive working relationship is established – providing a safe base for children to reach their full potential.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We aim to make the setting a welcoming space for everyone.

Children and families must be introduced to their key person during induction times – this must be planned for. The management team must explain the role of the key person to the family.

Procedures

- We allocate a key person for every child who attends Tickton Pre-school and Play Pals.
- The parents/carers must be made aware of who their child's key person is. The key person role must be explained to parents, when a child starts at the setting (as part of induction).
- The key person must help ensure that every child's learning and care is tailored to meet their individual needs - through the care, observation, planning and assessment process - that must be shared with parents regularly.
- The key person must have regular meetings with parents to discuss progress and next steps – sharing regular summative assessments and planning. The key person must value all information given by parents to aid their child's care and learning within the setting (either through home link books, profiles or verbal communication).
- The key person must support home learning by working in partnership with families and providing information/advice/sign posting as required. The key person must seek to engage and support parents and/or carers in guiding their child's development.
- The key person must foster warm loving relationships and keep children safe.

- The key person must help and support families to engage with more specialist support if appropriate, working in partnership with the manager and SENCO as required to plan for any additional needs.
- The key person must help children to become familiar with the setting and offer a settled relationship for the child.
- All key persons must ensure equality of opportunity for all.
- The key person works with parents to plan and deliver a personalised plan for the child's well-being, care and learning as required.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as child-minders or other settings. The key person must form constructive relationships with any other services/agencies or care providers working with the child. The key person co-ordinates the sharing of appropriate information about the child's development.
- **Two - Year Checks.**

The key person must ensure that a 'EYFS 2-year progress check'/summative assessment for their key child is completed and shared with parents/carers and health visitors (between the age of 2 and 3 years).

A Key Person must write a summary of a child's developmental levels across the prime and specific areas (SEE PRO-FORMA). You must identify a child's strengths and next steps. You must identify any additional needs and develop a targeted plan to support these needs in partnership with the setting SENCO.

A written record must be given to parents and signed (and other agencies as appropriate). A signed copy must be sent to the child's health visitor. A copy must be retained in the child's EYFS profile and transitioned to other settings /schools as appropriate.

Key persons should encourage parents/carers to share information.

- Key-persons must keep children's records up-to-date, reflecting the full picture of the child in our setting and at home. The key person ensures that plans are made to provide for children's learning and developmental stages.
- The key person must respect that every child is unique and have individual interest and needs.

- 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 staff and children. **We provide a back-up key person or 'buddy' system so the child and the parents have a key contact in the absence of the child's key person.**
- All key persons must be alert to any issues for concern in the child's life at home or elsewhere and must follow all setting safeguarding procedures.
- Key persons must contribute to all setting planning, staff team meetings and attend all required training.
- All key workers should discuss their training needs with the manager during supervision meetings, and take part in regular staff meetings and appraisals.