



Key Person Policy

Effective from 1 September 2018. Latest Future review date September 2019
Written by Louise Kirby

Statement of intent

At the Kindergarten at St Joseph's we aim to provide a caring and stimulating environment where children will want to learn and will be supported in their inquisitiveness by knowledgeable and interested adults.

We believe that children learn best when following their own interests in their play.

We want children to start their academic careers in an environment that values them as an individual.

WE want parents to share in their children's enjoyment of Kindiejoes and to grow their understanding of how children progress and develop.

Aims

We acknowledge that the Early Years Foundation Stage provides a Framework that supports us in this aim and a requirement laid down in the EYFS is that all children should be assigned a key person. It states:

"The Key person should help the child to become familiar with the provision and to feel confident and safe within it, developing a genuine bond with the child (and the child's parents) and offering a settled , close relationship".

We acknowledge that all our practitioners offer care but sometimes children and their parents require that someone special.

The Role of The Key Person

A Key Person will be assigned before their first day of attendance. It is intended that the Key Person will be available

- to welcome and settle the family
- to build a relationship with the family
- to complete the 2 year development assessment check
- to keep development records for the child
- to write reports on the child's development
- set next step targets to support development
- to advise the SENDCo of any extra support that maybe required
- to provide activities to interest and support the child's development

Assigning a Key Person

The practitioner assigned will be dependent on the days the child attends although it is not always possible for the Key Person to be available on every session the child attends.

Other factors taken into account could be if there have been older siblings who have attended and the family have already built a relationship with a practitioner then every attempt will be made to continue this relationship. Sometimes the bonds do not happen naturally and in these cases it maybe possible for children to change Key Person but this only done in exceptional cases and only if clear benefit can be seen for the child. Practitioners are asked during their supervision time about their relationship with children and this is their opportunity to discuss such issues. Parents are able to talk to Louise at anytime.

Qualifications of a Key Person

At the time of writing this policy most of the staff are qualified with an Early Years Qualification and all have many years of experience of working with young children. All staff are encouraged to attend training on nurturing and attachment. Training is cascaded to all staff during staff meetings.

Day to Day

By building the bond with the child and knowing the family the Key Person is best person to understand the child's interests and needs. The Key Person is therefore able to provide activities to support further development. We use an electronic Learning Journey called Tapestry and although all practitioners can

record an observation the Key Person will regularly check to ensure that records are kept of the child's activities within the Kindergarten at St Joseph's.

As the child becomes confident with the setting we find the children become less dependent on the Key Person, her role will be to continue to monitor progress and keep the parents informed as all practitioners will continue to care.

The same staff start each session in the same room (the registration room) and they will get to know the children in their registration room. Therefore in a Key Person's absence this team will take on the role of Key Person in offering the care and support the child needs during that session. In this case they will not take on the role of keeping records.

Please remember that we do offer group care and that although we use the Key Person to build relationships, the Practitioner cannot offer one to one care.

The legal frameworks for this policy are:

Childcare Act 2006

Human Rights Act 1998

The Human Rights Act 2000

Disability Discrimination Act 1995

Special Education Needs and Disability 2014

Children and Families Act 2014

The Early Years Foundation Stage 2014

Equalities Act 2010