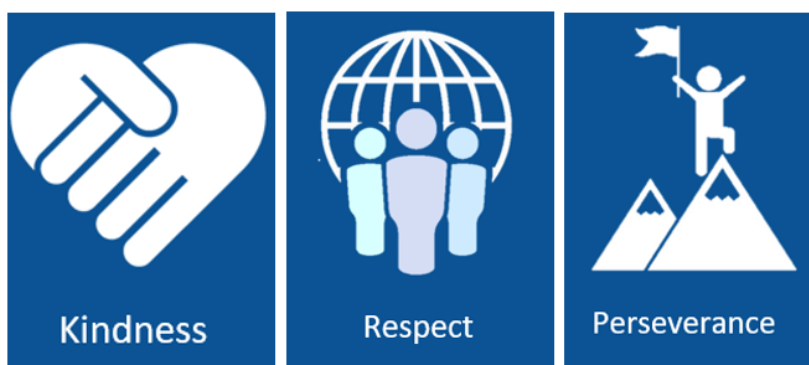


Ditchling (St. Margaret's) CE Primary and Nursery School

Learning Together. Building Success.

Key Person Policy

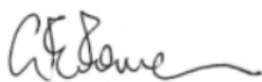
Learning Together. Building Success.



'Living life in all its fullness' John 10:10

Version	Reviewed by	Approved by	Date Approved	Next Review Date
I	ESCC Model	Head/FGB	March 2024	March 2025

Signed: Chair of Governors



Signed: _Headteacher



What is a Key Person?

At Ditchling (St Margaret's) CE Primary and Nursery our vision is Learning Together. Building Success. To achieve this, we aim for children to feel safe, stimulated and happy in our Early Years Foundation Stage (EYFS) and to feel secure and comfortable with all staff. We also want parents/carers to have confidence in both their children's well-being and their role as active partners, with the child being able to benefit from what our EYFS has to offer. Children's safety and well-being is our priority. We adhere to the recommended staff/child ratios. In Nursery, children aged 2-3 years have a ratio of 1:4. Children aged 3-4 years have a ratio of 1:8. Reception aged children have a ratio of 1:30; we have a qualified teacher and a teaching assistant in this class. We aim to support parents and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of each child and their families.

In order to ensure every child is given the appropriate level of attention and care, a key person is appointed for each child who attends nursery. A key person is a named member of staff assigned to an individual child to support their development and act as the key point of contact with that child's parents or carers. The key person has special responsibilities for working with a small number of children which helps build and develop positive relationships with children and between parents, carers and staff. The key person is the family of the child's initial, but not exclusive, point of contact with the nursery. A second key person system is in place but other staff will also maintain close contact so if a key person is away ill, their key children will be observed and supported by other staff.

The Role of the Key Person

The EYFS staff will work in partnership with parents/carers to settle their child into the nursery/reception environment by:

- Helping to ensure their key children feel safe, secure and confident, so that they can develop to their full potential. Their parents/carers need a trusted person who they can talk to about their child's individual needs.
- Providing parents with relevant information regarding the policies and procedures of the school and nursery.
- Encouraging the parents and children to visit the school/nursery before an admission is planned.
- Asking parents to tell us about their child so staff can gain invaluable insight to their child and their interests (this is available in the nursery welcome pack).

- Encouraging parents of nursery children, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences (see Settling in Policy).
- Encouraging children to bring along their favourite comforter or toy, to help them settle into nursery.
- Reassuring parents whose children seem to be taking a long time settling into the nursery.
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in.
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported.
- Ensuring that children will not be taken on an outing from the nursery until they are completely settled.
- Supporting children's transition into school sensitively.
- For children starting school, developing relationships with the teacher/teaching assistant through home visits and transition visits into reception.
- Providing a staggered start for children on admission, in discussion with the staff. This will be followed by 2 weekly reviews.
- Encouraging children to create a 'chatter box' that can be brought into school. This is a decorated box filled with things that are important to the children. So that the teacher and teaching assistant can get to know them better.
- For both nursery and reception children, recording observations, making assessments and collating evidence about children's learning. Sharing this information with parents via Tapestry.
- Providing a variety of activities based on children's interest and needs.
- Completing interim reports twice a year.
- Completing the IPR (Integrated Progress Report) between the ages of 2 and 3 years, ideally at around 27mths or 6 weeks after starting nursery.
- The key person will arrange a meeting with the parent to discuss the child's progress and/or any developmental concerns the check brings to the key person notice. They discuss developmental concerns with parents and contact appropriate professionals with parents' consent.
- Ensuring that parents/carers are kept informed of the child's day to day experiences.
- Changing and checking key children's nappies as required and to assist with potty training and other toileting or intimate care needs.
- Meeting with parents at parents evening.

- Completing an end of year report on children's development against The Early Years Framework.

The nursery is fully committed to continually evaluating its key person practice, managing changes and transitions as sensitively as possible and ensuring each child feels special and has the opportunity to develop a secure attachment.