



Weaverthorpe C.E. Primary School

EYFS Key Person Policy

**Adopted by: IEB
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Introduction

In accordance with the Statutory framework for the early years foundation stage – March 2017, Weaverthorpe School allocates a key person to each child.

3.27 “Each child must be allocated 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 parents”

The Senior Lead and Key Person for our Y1 & Y2 children is Mrs Amy Campbell, Willow Class teacher.

The Key Person for our Nursery and Reception children is Miss Katie Church

The key person will ensure that each child’s individual needs are met and will share information with parents. Building a genuine bond with a key person will help to ensure that the child feels secure within the setting and is able to play and explore with confidence. While all staff take on key person responsibilities in Willow class, the key person will ensure that each child is well cared for in a safe environment and is reaching their full potential.

Role and Responsibilities

The class teacher supported by the nursery/reception key person will:

- Act as the key contact for the parents. She will co-ordinate the sharing of appropriate information about the child’s development with parents
- Meet with the child and their family prior to them starting.
- Organise taster sessions prior to the child starting school.
- Develop a settled, secure and close relationship with the child, responding sensitively to the child’s feelings, ideas and behaviour.
- Help the child to become familiar with the setting and to feel safe and confident within it.
- Take primary responsibility for the observational records of the child, using these to inform Next Steps in Development and individualised planning.

- Be responsible for completing tracking for each child and writing Next Steps for the child's development each term.
- Encourage the Child's Voice by:
 - Encouraging the child to discuss their learning.
 - Ensuring that each child's play and learning is displayed and valued in the environment.
 - Encouraging active participation in collective worship in class and with the wider community.
- Develop an effective two-way flow of information between themselves and the parent/carer, helping to support their child's development at home. This two-way flow of information is facilitated by:
 - An 'open door' policy encouraging informal dialogue at the beginning and end of each school day.
 - The use of 'Tapestry'
 - Regular progress meetings with parents
- Take responsibility for identifying any additional needs and helping families engage with more specialist support if appropriate. Work professionally with any professionals involved with the child, e.g. speech & language specialist, implementing any advice given.
- Support each child through transitional periods such as joining school, moving on to Y1.

The School will:

- Give staff and parents information about the role of the Key Person.
- Ensure that all staff undertake training to support them in their Key Person role.
- Provide regular support for the Key Persons, either individually or during staff meetings to ensure that there is time to give regular feedback and reflect on issues or concerns.
- Ensure that there is a secondary Key Person for each child who takes on responsibility in the case of absence, e.g. sickness, training.