



Little Acorns Pre-School

'From little acorns mighty oaks grow'

The role of the key person at Little Acorns **How will the children settle in?**

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents and the staff. Our setting seeks to provide the most secure relationships in which children thrive and parents have confidence. Our staff are committed to the Stonegate Vision to create a 'love of learning'.

We want children to feel safe, stimulated and happy in our Pre-School and to feel secure and comfortable with each other and our staff. We also want parents to have confidence in both their child's well-being and their role as active partners with our setting. We aim to make Little Acorns a welcoming place where children settle quickly and easily because the upmost consideration has been given to the individual needs and circumstances of the children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

All of our staff in the Pre-School will come to know all of the children very well.

- The key person is responsible for:
 - Providing an induction for the family and for settling the child into our setting.

Safeguarding and Welfare Requirement: Key Person

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, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents

- Working with the parents and other staff to deliver a personalised plan for the child's well-being, care and learning.
- Acting as the key contact for the parents.
- Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date.
- Using 'Tapestry' to reflect the full picture of the child in our setting and at home.
- Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
- Encouraging positive relationships between children and familiar adults in the setting.

Settling-in *(excluding Covid 19 restrictions)*

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- We provide opportunities for the child and his/her parents to visit the setting, as appropriate.
- Every new child will have a chance to a taster session before starting with us.
- We may offer a home visit by the person who will be the child's key person to ensure all relevant information about the child can be made known.
- If any child shows sign of distress or is upset when they start, our staff are trained to comfort and appease in all situations that may occur and in this circumstance we will always share this with the parents.
- A child is settled when we can see that they are happy.
- At various times, we love to share each pupil's learning journey with their parents.

Additional Assessment

Integrated Check at age two (27 Months)

- The key person in partnership with the health visitor and parents, carry out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.

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- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

Policy: Role of the Key Person

Date: September 2022

Next Review: September 2023

Completed by: Jonathan Elms (Headteacher)

Reviewed by: EYFS Governors Working Party.

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