

KEY PERSON POLICY AND PROCEDURE

At Brambles we have adopted a policy and procedure to **"help ensure that every child's care is tailored to meet their individual needs"** DfE (2012) p.18

In order to achieve this:

Each child and their family will be assigned a Key Person, this is chosen by considering the sessions the child will be attending the setting, what staff work in the area the child is going into and what days the staff in the area work. When the right person has been selected the parents/carers are informed at the earliest opportunity, usually at the taster session. However this is not always possible.

Staff will be allocated a number of key children depending on the number of hours they work and their level of confidence, where children are making a transition from one area to another the Key Person will be chosen based on who the child becomes close to during the transition period.

The Key Person will be responsible for:

- Carrying out the taster sessions with the family, gathering as much information about the child that's possible, and reassuring parents/carers during the initial introduction to the setting.
- Their key children being regularly observed assessed and planned for following their interests in line with the EYFS to ensure they are progressing according to their individual needs.
- Creating and up keeping the child's Learning Journey until they transfer to another area or transfer to another nursery/school.

Key Persons will spend time getting to know their key children and their families as soon as they start at the setting. This helps to build up relationships and gives children the confidence they need to go to their key person when they want comfort/reassurance or have an issue.

Practitioners will try to do handovers with their own key children where possible. Where practitioners need to speak to parents/carers about concerns or confidential matters they will find a quiet area to speak confidentially. Where English is an additional language translated letters will be made to pass on information and where parents/carers may have hearing problems visual prompts will be used.

Practitioners will observe their key children from the moment they enter the setting, to assess their current developmental level and plan where they want to go next, the next steps will be integrated into the planning and appropriate observations and assessments made.

Key People will keep a range of records on their key children such as:

- A Learning Journey record for each individual child. This is used to record the child's development across the seven areas of learning, and also to evaluate how best to move the child's learning onto the next stage.
- Progresses trackers are kept within the Learning Journey's and are a legal requirement to carry out at 2 years and 5 years, however these will be updated as good practice around 4 times yearly.

- At two years it is a legal requirement to carry out a 2 Year Progress Check, this is done at around 27 months (where possible), and is a report of both key person and parent/carer input, a copy is kept by the key person, a copy given to parents/carers and a copy sent to their Health Visitor.
- Where a key person has identified additional needs, they will work with parents/carers and the inclusion co-ordinator through the Inclusion Toolkit to identify what support is needed.

Practitioners work in set areas (unless covering absences), so all children become familiar with the staff in their area, where a child's key person is absent, children usually seek comfort/reassurance from another familiar staff member from that area.

The Key Person supports their key children through the transition process by arranging the transition period to start about a month before the child is due to make their transition (See Transition Policy and Procedure).

Key Persons ensure they give consideration to the individual children and their families by speaking to them in private areas about issues, concerns or achievements, and any information shared is then only given to others on a need to know basis i.e. the inclusion co-ordinator or child protection officer.

This policy was reviewed and amended in March 2013 by Adèle Younger

Read and agreed by _____ (for the staff) Print name _____ Date _____

_____ (committee) Print name _____ Date _____

To be reviewed March 2014