

STANFORD IN THE VALE CE PRIMARY SCHOOL KEY PERSON POLICY

At Stanford in the Vale CE Primary School, we believe that children thrive best when they have a Key Person to relate to, who knows them and their parents well, and who can meet their individual needs.

The Key Person role is vitally important for all children as it is within positive relationships and interactions that we all learn to be confident, self-assured and happy people.

We follow the standards set out in the Statutory Framework for the Early Years Foundation Stage (2017):

1.10 Each child must be assigned a key person (also a safeguarding and welfare requirement - see paragraph 3.27). Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

3.26 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 (in accordance with paragraph 1.10), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

The Key Person system helps build positive relationships with the children between parents, carers and staff. This is achieved by nominating a Key Person for every child that enters our Foundation class. The Key Person will be:

- An adult who is trusted, supportive and enables independence;
- An adult who helps the child to become familiar with the setting and to feel confident and safe within it;
- An adult who cares and responds sensitively to a child's feelings, ideas and behaviour;
- An adult who is tuned in to the child and family and actively builds positive relationships and communications;
- An adult who oversees and builds the shared record of a child's development and progress with staff, parents and other professionals.

We provide a back-up Key Person so the child and the parents have a key contact in the absence of the child's Key Person

Each Key Person should:

- Ensure that all children in their care, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability, experience a challenging and enjoyable programme of learning and development;
- Communicate regularly with parent/carers to ensure that additional needs are being met appropriately within the setting;
- Ensure that records of development and progress are available within the setting to be shared with parents and support agencies;
- Understand and work within the guidance of the setting's policies which make reference to children with additional needs e.g. SEND, medication, safeguarding children and behaviour management;
- Plan to attend appropriate training in order to be proactive in supporting the children's needs.

We allocate a key person before the child starts.

The key children are grouped with support of Stanford in the Vale Pre-School and children from other settings are added to the groups at random. The Key Person will have a scheduled Home Visit with their key child and parents/carers in Term 1 and will also see their key child during the Transition Days in the Foundation setting towards the end of Term 6. Each week there are allocated Key Person times. This will initially start as a 15 minute dedicated snack time, additional Key Person time will be incorporated into the weekly planning for the Foundation Stage, culminating in a session of Key Person time each week as well as the dedicated snack time sessions. These sessions will vary in focus, from looking at family photographs, to discussing pets and likes/dislikes and focused tasks related to the current topic in class.

When the children arrive at school at the beginning of the day, parents/carers are encouraged to deliver their children to their Key Person. This ensures both the children and parents are able to develop a solid relationship with their Key Person. At this time, it is also possible for the parents/carers to pass on any information or concerns about their child, and for the Key Person to celebrate the achievements of a child with his/her parents/carers.

The Foundation Stage team meet weekly, where they discuss planning, observations and progress about their key children. These discussions help the whole team to understand and further develop each child's progress within the Foundation Class. There is also allocated weekly time for each Key Person to update the profiles for their children.

The Foundation Stage teacher has the main responsibility for the children's formal assessments throughout the school year, as well as monitoring the entries made onto the electronic record system by the other Key Persons. The class teacher is also responsible for the writing of the end of year reports in Term 6. The Teacher and Teaching Assistants, will consult with the parents/carers during the October and February Parent -Teacher meetings. There will be the additional opportunity for parents/carers to meet with their child's Key Person at the end of the school year to discuss the child's progress and smooth transition into Year One.

Each Key Person will be responsible for a display within the classroom, which identifies the children's learning and their likes/dislikes. Each Key Person will also be responsible for looking at, sharing and commenting in children's 'Home Learning Journey' books that children bring into school each week.

Written: November 2017

This policy will be reviewed in November 2019