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EYFS Key Person Policy

The Early Years Foundation Stage (April 2017) states that, *'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.'*

The key person should meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour, talking to parents to make sure that the child is cared for appropriately for each family.

A Key Person:

- Is a named member of staff that has more contact than others with the child
- Builds a relationship with the child and their parents
- Helps the child become familiar with the setting (Preschool and Reception)
- Meets the child's individual needs and care needs.
- Responds sensitively to the child's feelings, ideas and behaviour.
- Is the person who acts as a point of contact with parents. When children have someone who gets to know them well and supports them in their interactions with others, their confidence and well-being is supported.

The Key Person approach means staff are supporting children to feel good about themselves and to be confident. Then, children are more likely to be able to engage in more complex and creative play. Research shows that the key person system leads to:

- More satisfied and engaged staff
- Improved care and learning for children
- Parents who feel confident about the quality and devotion of professional staff.

At the London Scandinavian School in Preschool and Reception

- Each member of staff has no more than 8 key children
- The key person observes their key children regularly to increase their understanding of the children and to provide evidence of developmental progress.
- The key person compiles their key children's Learning Journey and Early Years profile.



- The key person helps settle their key children into their environment
- The key person works with parents to get to know and understand their key children.
- Observations, and getting to know each other, mean that careful records of the child's development and progress are created and shared by parents, the child and the key person.
- Key person meetings are held at least twice a year with the key person and the child's parents/carers, although daily communication is encouraged at London Scandinavian School.
- Key person photos are clearly displayed at both adult and child height within the setting.

The role of key person is vital to the early identification and support of children with SEN and disabilities and their families.

By building a secure and caring relationship with individual key children and their parents, the key person will:

- Become knowledgeable of the individual characteristics of their key children;
- Learn about children's individual learning styles and stages of development;
- Become familiar with children's preferences and choices;
- Identify any key issues with a child's learning, development and well-being;
- Discuss key concerns with the parents and take their views into account;
- Offer suitable support and advice to parents and other key staff;
- Liaise and plan appropriate action with the SENCO and other key staff;
- Help plan suitable interventions with other staff, the SENCO and parents;
- Help implement support in the provision; and
- Advise and support parents with activities at home.

Even when an additional adult provides support to one of their key children, the key person will still play a key role and have overall responsibility for the child's learning and progress.

References

Early Years Foundation Stage DCSF (2012)

Principles into practice card 2.4 Social and Emotional aspects of development, DCSF (2008)

Statutory Framework for the Early Years Foundation Stage (April 2017)

Equal Opportunities

At London Scandinavian School we also recognise the importance of the Equality Act 2010. This replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that all people (pupils/teachers/parents/family/visitors etc.) have equality of opportunity in accessing and experiencing the life of the school.



When carrying out our day to day work, we should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity
- foster good relations across all people, whatever their characteristics may be