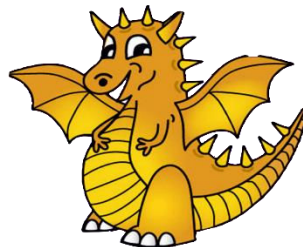




Wessex
Learning Trust
We Learn Together!

Early Years: The Role of the Key Person



Date approved by Trust Board: 01 Nov 2022
Review Date: 01 Sept 2025

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Wessex Learning Trust
The Role of the Key Person

This policy will be reviewed by the Board of Trustees every two years.

A handwritten signature in black ink that reads "Gavin Ball". The signature is written in a cursive style with a large initial 'G'.

Signature:
Name: Mr Gavin Ball
Position: Chief Executive

Date: 14/11/2022

A handwritten signature in black ink that reads "Brian Kirkup". The signature is written in a cursive style with a large initial 'B'.

Signature:
Name: Mr Brian Kirkup
Position: Chair of the Board

Date: 14/11/2022

Introduction

The key person is a named practitioner who has responsibilities for a small group of children. Their role is to help the child feel safe and secure. The key person will respond to children's needs and help them settle into a new environment. Communication is paramount between parent/carer and the key person as these discussions hold key information about the child. A key person will be a point of contact for parents/carers.

1. Role of the key person

- 1.1 Promote a positive relationship between Pre-school/Nursery and home, engage in a positive way, create a bond with the parent/carer.
- 1.2 Help child to settle at Pre-school/Nursery, reassure and comfort parent/carer.
- 1.3 Provide regular verbal feedback to parents/carers, about how their child has settled, what they have been doing and if they have needed any support.
- 1.4 Messages to parents/carers (medicine and accident forms) are the responsibility of the key person, but the room team should also support the key person in this.

2. Meeting child's needs

- 2.1 Aim to match key child to the practitioner they make an attachment to.
- 2.2 Key person to have an input into the planning, based on what they feel their key child would enjoy/benefit from to progress further.
- 2.3 Key person is inclusive, they are aware of the child's individual needs, related to their culture, background, any learning disabilities, ability, dietary requirements and sensitivities, to pass the information to the rest of the staff team and ensure they are met.
- 2.4 Make other room staff aware of key child's allergies and requirements.

3. Keeping records of the key child

- 3.1 All room members (including cover staff) to collect evidence of child's progress if they observe it, this can be photographs, written observations eg post it notes or narrative observations, or the child's work. These observations should be wow moments.
- 3.2 Keep a record of child's Learning Journey and update regularly.