



**Langwith Bassett Junior
Academy
EARLY YEARS FOUNDATION
STAGE KEY PERSON POLICY**

PHASE	JUNIOR
POLICY LEAD	SARAH BACON (PRINCIPAL)
DATE OF APPROVAL BY TRUSTEES	
DATE OF RECEIPT BY LOCAL GOVERNING BODY	DECEMBER 2020
FREQUENCY DATE	BI-ANNUALLY
NEXT REVIEW DATE	OCTOBER 2022

Langwith Bassett Junior Academy Mission Statement

We are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.

Together we will:

- Foster self-esteem, enjoyment and happiness, in a stimulating, safe, secure environment,
 - make the most of opportunities to engage in inspiring learning,
 - be united as a team in our warm and welcoming community,
- nurture enterprising, resilient children, who grow into independent citizens, making a positive contribution to society,
 - celebrate diversity and treat others with tolerance and mutual respect,
 - aspire to excellence and be determined to be successful in all that we do.

All adults in the academy have a responsibility to safeguard and promote the welfare of children.

A key person is a member of staff in the Early Years Foundation Stage who has special responsibility for the education and welfare of a particular group of children during their time in FS1 or FS2. Every child attending the Early Years Setting is assigned a key person.

The EYFS Statutory Framework 2017 states:

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.'

Key Person Responsibilities

Relationships with Key Children

The key person will:

- Provide a secure attachment for their key children.
- Help their key children settle in and become familiar with the setting.
- Meet the needs of their key children responding sensitively to their feelings, ideas and behaviour.
- Provide a sense of security for children by being there to support them and allowing them to explore at their own pace.
- Assume primary responsibility for their key children's care routines.

Relationships with Parents/Carers

The key person will:

- Develop a good relationship with parents/carers, ensuring that the child is cared for appropriately in the setting, ensuring the child's individual needs are accommodated within the daily routine.
- Develop a two-way flow of information between themselves and the parent/carer to help them become aware of any significant aspects of family life that may be important to the child, and share information to guide parents in their child's development at home.
- Take responsibility for sharing their key children's development profiles with parents and other professionals as required. In cases of children with additional needs or identified children in need, they will be called upon to attend reviews and core group meetings with the support of a member of the academy's Safeguarding Team.

Curriculum

- Key Workers will discuss and assist the lead teacher(s) with the planning and the development of the school curriculum for the Early Years Foundation Stage.
- Key Workers will share a good knowledge and understanding of the Early Years Foundation Stage Curriculum for children age 3-5.
- Key Workers will ensure proper pupil development by adapting provision according to the need and the monitoring of progress.
- Key workers will actively participate in the provision of all aspects of the Early Years Foundation Stage provision.
- The Key Worker will assist the lead teacher and/or other professionals in devising individual teaching programmes involving basic care and cognitive skills.

- The Key Worker will work within, and adhere to, the policies of the Early Years Foundation Stage and the main school.

The Environment

- The Key Worker will assist with display work and preparing a classroom environment that is effective in helping children to learn efficiently under the direction of the Early Years Foundation Stage Leader.
- The Key Worker will assist in providing a comfortable, safe, stimulating and aesthetically pleasing environment, which provides consideration of families' ethnic, cultural and linguistic backgrounds.
- The Key Worker will assist in the wiping up of blood or other bodily fluids within the policies and procedures of the setting and wider academy. All staff must be willing to undertake this duty should the need arise in the interest of maintaining a safe environment. Appropriate protective wear will be made available.

Records

- The Key Worker is responsible for observational records of their key children, using these to inform next steps, individualised planning, IEPs and completing development profiles for each of their key children, which can be shared with parents/carers
- Where a child is supported by another member of staff who is not their Key Worker, for example, SEND support, record keeping will be a joint responsibility.

Welfare and Safeguarding

- Key Workers are responsible for the welfare of the children in their care, monitoring patterns of absence, injury and development, referring them on to senior colleagues where necessary.

Transition

- The Key Worker plays an integral role in any transition into or between settings, aiding this by introducing the children and their parents/carers to their new Key Worker and helping them to become familiar with their new environment.
- It is the responsibility of the Key Worker to pass on records during transition and to ensure that these records are up to date.
- In the case of a staff member's absence, it is the responsibility of a secondary Key Worker (normally the EYFS Leader) to cover the role of the primary Key Worker.