



TNJA

EYFS KEY PERSON POLICY

DOCUMENT CONTROL		POLICY LEVEL	
APPROVED BY	LOCAL GOVERNING BODY	APPROVED DATE	
BUSINESS/CURRICULUM LEAD	PRINCIPAL	AUTHOR	LEICA CARTER
NEXT REVIEW DATE	DECEMBER 2025	FREQUENCY	BI-ANNUALLY
VERSION NUMBER	DATE ISSUED	UPDATED INFORMATION	
V1	DECEMBER 2020		
V2	REVIEWED NOVEMBER 2023	Updated reference to 2023 guidance	



Mission Statement

'EXCELSIOR' – Ever upwards.

At Temple Normanton we are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity. We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, valuing everyone's contribution. Through our partnership with the local and wider community we aim to support our young people in successfully taking their place in society. All adults in school 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. The EYFS teacher is the key person for all children, supported by the class teaching assistant.

The EYFS Statutory Framework 2023 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

- The Key Worker will plan the development of the school curriculum for the Early Years Foundation Stage.
- The Key Worker will share a good knowledge and understanding of the Early Years Foundation Stage Curriculum for children age 3-5.
- The Key Worker will ensure proper pupil development by adapting provision according to the need and the monitoring of progress.
- The Key worker will actively participate in the provision of all aspects of the Early Years Foundation Stage provision.
- The Key Worker devise individual teaching programmes involving basic care and cognitive skills, working with other professional as necessary.
- 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 prepare a classroom environment that is effective in helping children to learn efficiently with support from the class TA.
- The Key Worker will provide a comfortable, safe, stimulating and aesthetically pleasing environment, which provides consideration of families' ethnic, cultural and linguistic backgrounds.
- The Key Worker and class TA 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, Support Plans and completing development profiles for each child, 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

- The Key Worker is 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 transition from other settings, aiding this by meeting with the children and their parents/carers and helping them to become familiar with their new environment. The Key Worker also supports children in their transition to KS1, passing on all relevant information to the Y1 teacher.
- 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 the Key Worker's absence, the class TA will take responsibility of covering the role of the primary Key Worker, with support from senior staff members.