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| **St Philip’s Marsh Nursery School** |  |

Key Person Policy and Procedure

## Policy

The school policy is based on the [Statutory Framework for the Early Years Foundation Stage](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014__with_clarification_note.pdf) (March 2017, Effective April 2017), and also the non-statutory guidance (Development Matters in the Early Years Foundation Stage).

### Policy derived from Statutory Framework (referenced paragraphs)

The Nursery School will fulfil the requirements of the Statutory Framework:

* Each child must be assigned a key person(also a safeguarding and welfare requirement - see paragraph 3.27). Providers (St Philip’s Marsh Nursery School) 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. (Paragraph 1.10)
* 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. (Paragraph 3.27 - a safeguarding & welfare requirement)
* Providers must make the following information available to parents and/or carers: the name of their child’s key person and their role.(Paragraph 3.73)
* Providers must hold the following documentation: a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person. (Paragraph 3.76)

### Policy derived from Non-statutory Guidance (referenced pages)

The Nursery School will

* Make time for children to be with their key person, individually and in their key group. (Enabling Environments, p9)
* Provide stability in staffing, key person relationships and in grouping of the children. (Enabling Environments, p9)

## Procedure

* Each child will be assigned a key person and a key group.
* The key person will be named, and the role described, in the each child’s Learning Diary.
* Each key group will be shared by no more than two part-time key persons.
* Where a key group is shared across the week by two key persons, one will be named as a child’s key person, the other will be named as an alternative point of contact for the parent and child, and will fulfil the statutory requirements of the key person role, in the absence of the key person.
* The key person will be named on the daily record of attendance (sign-in sheet or register).
* Each session will begin and end with a key group time to ensure that the key person is available at the start and end of sessions to engage and support parents and/or carers in guiding their child’s development at home.
* The key person will, with support of their team leader and/or SENCo, help families engage with more specialist support if appropriate.
* The key person will be available for two parent/carer consultation evenings per year and will seek to engage and support parents and/or carers in guiding their child’s development at home and at school.
* The key person will make observations and notes of key children’s learning and development and, with appropriate support (see *Roles and Responsibilities*  document), maintain learning diaries for key children following *Learning Diary Policy*, to help ensure that every child’s learning and care is tailored to meet their individual needs.
* The key person will, with appropriate support (see *Roles and Responsibilities*  document), contribute to written records to assess the child’s learning.
* The key person will, with appropriate support (see *Roles and Responsibilities*  document), plan and evaluate activities, contribute to evaluation and planning of the learning environment, and contribute to medium and long term planning.
* If the key person is not present at the start of any session their children will be supported by a named familiar adult (from the same room or from the leadership team). Parents and children will be informed of this circumstance verbally at the start of the session – or on their arrival if delayed. If the key person is absent at the start of consecutive sessions they should be replaced by a consistent familiar adult whenever possible.
* If the key person is not able to be present at any other time their children will be supported by a named familiar staff member (from the same room or from the leadership team). Parents and children will be informed of this circumstance verbally at the start of the session – or on their arrival if delayed.