



CENTRAL@RLK

POLICIES AND PROCEDURES

4.1 - THE ROLE OF THE KEY PERSON AND SETTLING-IN

Policy statement

Central@RLK believes that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a 'key person' approach, benefits the child, the parents, the staff members and the setting by providing secure relationships in which children thrive, parents have confidence, staff members are committed and the setting is a happy and dedicated place to attend or work in.

Central@RLK wants children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. The setting also wants parents to have confidence in both their children's well-being and their role as active partners with the setting.

Central@RLK aims to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person's role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage (EYFS); located in sections 1.11 and 3.26 of the Statutory Guidelines for the EYFS. Each setting must assign a key person for each child.

The procedures set out below describe a model for developing a key person approach that promotes effective and positive relationships for children who attend our setting.

Procedures

- Central@RLK allocates a key person before the child starts.
- Home visits are offered and carried out before the child starts (unless a parent/carer declines), this visit is undertaken by two key members of staff including (wherever possible) the child's key person.
- The key person is responsible for the induction of the family and for settling the child into our setting (wherever possible).
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.



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- The key person is responsible all SEND matters relating to any of their key children, they will write and review IPP's, talk to professionals and attend meetings where necessary. This will be overseen by the SENDCO lead or deputy.
- The key person encourages positive relationships between children in her/his key group, spending time with them (wherever possible) as a group each day.
- The Room Leader acts as a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- Central@RLK promotes the role of the key person as the child's primary carer in the setting, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend the setting, Central@RLK use a variety of ways to provide his/her parents with information. These include written information such as our prospectus and policies. In addition, the setting organises new parent presentation meetings, open afternoon sessions and individual meetings with parents.
- During the half-term before a child is enrolled, Central@RLK encourages opportunities for the child and his/her parents to visit the setting.
- Central@RLK allocates a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process (wherever possible).
- Central@RLK offers a home visit (as detailed above), to ensure all relevant information about the child can be made known.
- Where possible, Central@RLK uses the home visit or a meeting at the setting to explain and complete the child's registration records, with his/her parents. During these meetings staff members also explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- Central@RLK has an expectation that the parent, carer or close relative, will stay for most of the session during the first week if required to help their child settle, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children or children with English as an additional language may take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- Central@RLK judges a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, Central@RLK requests that parents say goodbye to their child and explain that they will be coming back, and when.
- Central@RLK does not believe that leaving a child to cry will help them to settle any quicker. Central@RLK believes that a child's distress will prevent them from learning and gaining the best from the setting.
- Central@RLK reserves the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.



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- Within the first four to six weeks of starting, the child's key person will discuss and work with the child's parents to begin to create their child's record of achievement.

The progress check for two year olds

- A progress check may be carried out at the age of two (this can be up until the 10th week of the two year old being at Central@RLK) in accordance with local procedures that are in place (which refer to the supporting guidance to the EYFS 'A know how guide: The EYFS progress check at two')
- A progress check aims to review a child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the child's key person/professional will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by Central@RLK to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The child's new key person at Central@RLK (or the new setting) will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.
- Further progress checks will be carried out during the 20th week (if applicable) and a further and final review (exit review) will be carried out as the child turns three.

Other useful Pre-school Learning Alliance publications:

- Statutory Framework for the Early Years Foundation Stage (2014)

This policy was adopted at a meeting of	Central@RLK
Held on	27th July 2015
Date to be reviewed	July 2016
Signed on behalf of the management committee	
Name of signatory	Rebecca Davies
Role of signatory (e.g. chair/owner)	Chairperson