

Date Valley School

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Key Person Policy

A key worker (person) is a member of staff in our Early Years setting who has special responsibility for the education and welfare of a group of children during their time at the setting. Every child attending an Early Years Provision must be assigned a key worker (person).

Important aspects of a key worker (person) relationship are:

- Developing secure trusting relationships with key children and their parents
- Interacting with key children at a developmentally appropriate level
- Providing a secure base for key children by supporting their interests and explorations independently
- Providing a secure base for key children by being physically and emotionally available to them to come back to, by sitting at their level and near them
- Using body language, eye contact and voice tone to indicate that the key worker (person) is available and interested, gauging these according to the child's temperament and culture
- Understanding and containing children's difficult feelings by providing words for feelings and empathy in a way suited to each individual child
- Comforting distressed children by acknowledging their feelings, offering explanations and reassurances calmly and gently
- Acknowledging and allowing children to express a range of feelings, for example anger, joy, distress, excitement, jealousy and love
- Settling new key children into the setting gradually
- Whenever possible settling key children as they arrive each day
- Changing and other personal care of key children using sensitive handling and words that are familiar to them
- Dressing and washing key children, offering help as needed but also supporting their growing skills. (Please refer to Nappy Changing Policy)
- Having regular opportunities to reflect on the emotional aspects of being a key worker (person), with a skilled, knowledgeable manager or colleague

Together these elements constitute key working.

Key Working Responsibilities:

The primary aim of the key worker (person) system is to provide close relationships between the practitioner and the child for whom the key worker (person) is responsible, and the parents /carers of those children, to assist the development of the children. It is important to distinguish between the administrative aspects of a

key worker (person) system and the development of an appropriate key worker (person) relationship and to recognise the value of both aspects of the key worker role.

- Keeping records of key children's developmental progress, contributing observations to records kept by colleagues and sharing records with parents (settling in forms / initial assessment / previous reviews / records and reports)
- Observing key children and analysing the information gathered through observation (observations to be put into EYFS Assessment / evidence records)
- Planning experiences for individual children based on observations of their interests and developmental stages (weekly provision sheets and plans)
- Writing individual education plans for key children with special educational needs
- Writing reports for parents and holding regular meetings to discuss progress
- Communicating with parents in person and through home/communication books
- Communicating with colleagues and other professionals
- Planning key group times
- Ensuring smooth and planned transition when a child moves rooms and the key worker (person) changes, including the passing on of information on development and progress kept in key worker (person) files
- Follow up absences in consultation with the school Attendance officer

This policy has been read and approved for Date Valley School, by the Senior Assistant Headteacher and the Chair of the Trust Board.

Date: March 2018