



The role of the key person and settling-in

Policy statement

We believe 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. We are committed to the key person approach which benefits the child, the parents and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our 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 role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for observing and writing observations to be added to Tapestry weekly.
- The key person is responsible for:
 - Offering unconditional regard for the child and being non-judgemental.
 - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.

- Acting as the key contact for the parents.
- 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.
- Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
- Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
- Writing termly targets and reviewing them regularly.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.
- At Tracks we work in partnership with parents in taking advice from other specialist professionals such as Speech and Language Therapists and Occupational Therapists. Advice is given to staff who then follow through when working with each child.

Settling-in

- Before a child starts to attend [our/my] setting, [we/I] use a variety of ways to provide his/her parents with information. These include our website, policies (on the website), application pack, a meeting with the Principal and a visit to the setting.
- [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.
- We use pre-start visits which a child attends to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, we 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.

- Younger children will take longer to settle in, as will children who have not previously spent time away from home.
- We judge a child to be settled when they have formed a relationship with [their key person/me]; for example, the child looks for [the key person/me] when he/she arrives, goes to [them/me] for comfort, and seems pleased to be with [them/me]. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, [we/I] ask them to say goodbye to their child.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left.
- Within the first four to six weeks of starting, [we/I] discuss and work with the child's parents to begin to create their child's record of achievement.
- Tracks operates an open-door policy, where parents are welcome to discuss their child with members of staff at drop off and pick up at any time. If parents have concerns that they feel are not addressed during discussion with their keyworker, they are welcome to discuss this with a senior member of staff. If this is still not resolved then the complaints procedure should be followed.

The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person 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 [us/me] to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).



- The key person 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.

This policy was adopted by TRACKS autism *(name of provider)*

On 21 June 2021 *(date)*

Date to be reviewed As required *(date)*

Signed on behalf of the provider

Name of signatory Mervyn Terrett

Role of signatory (e.g. chair, director or owner) Chairman