# Beetley and District Preschool

Registered Charity: 1181636

# The Role of the Key Person

## Policy Statement

At Beetley & District Preschool, we believe that every child should feel safe, secure and valued within a special relationship with a trusted adult. We recognise that positive relationships are fundamental to children's emotional wellbeing, confidence and learning.

In accordance with the Early Years Foundation Stage (EYFS), each child is assigned a Key Person whose role is to help ensure that the child's care and learning are tailored to meet their individual needs. The Key Person helps children become familiar with the setting, supports them through transitions and builds positive relationships with parents and carers.

We recognise that starting preschool can be an exciting but sometimes worrying time for both children and their families. Through our Key Person approach and settling-in procedures, we aim to build positive relationships from the outset, helping children and parents feel welcomed, supported and secure as they become part of the preschool community.

## Why the Key Person Approach Matters

We recognise the importance of secure attachments in supporting children's emotional wellbeing, confidence and development. Young children develop emotional attachments with the adults who care for them, and these relationships help children feel safe, secure and supported as they explore, learn and develop relationships with others. When children feel emotionally secure, they are more likely to:

- develop confidence and independence
- engage in play and learning experiences
- express their thoughts, ideas and feelings
- build positive relationships with others
- develop resilience and a positive sense of self

The Key Person plays an important role in supporting children's emotional wellbeing and helping them feel secure within the preschool environment.

# The Role of the Key Person

## Supporting Children

The Key Person is a named member of staff who has responsibility for a group of children and acts as their main point of contact within the preschool.

The Key Person will:

- build a warm, trusting and secure relationship with each child
- support children to settle into preschool and develop a sense of belonging
- respond sensitively to children's feelings, behaviours and emotional needs
- support children's personal care needs, including nappy changing, toileting and dressing where appropriate
- help children develop confidence, independence and positive relationships
- ensure that each child's care and learning is tailored to meet their individual needs

Where possible, children and their families are offered a pre-start visit or settling-in session on a day when their Key Person is working. This provides an opportunity for the child to meet and play with their Key Person, become familiar with the environment and begin building positive relationships before starting preschool.

## Working with Parents and Carers

The Key Person works closely with parents and carers to build positive relationships and support continuity between home and preschool.

The Key Person will:

- act as a familiar and accessible point of contact for parents and carers
- develop a two-way flow of information between home and preschool
- value parents' knowledge and understanding of their child
- share information about children's progress, wellbeing and next steps in learning
- work in partnership with families to support children's development
- contribute to discussions and reviews relating to a child's care, learning and wellbeing

Further information regarding partnership working with families can be found in our Parental Involvement policy.

## Supporting Learning and Development

The Key Person is responsible for observing, assessing and supporting each child's learning and development.

Parents and carers are encouraged to contribute to their child's learning journey by sharing information, observations and achievements from home. This helps staff to develop a holistic understanding of each child's development and interests.

The Key Person maintains accurate developmental records and contributes to assessments, progress reviews and planning. Records are maintained through Famly and are regularly reviewed to ensure they reflect the child's learning, development and wellbeing both at preschool and at home.

Observations, assessments and developmental records may be completed or updated by authorised staff through the secure Famly system, including when working remotely. Staff are expected to follow the Preschool's Data Protection, Confidentiality and Online Safety arrangements at all times when accessing children's information.

Further information regarding SEN Support Plans and Health, Care and Evacuation Plans can be found in our Supporting Children with SEND policy.

The Key Person is responsible for contributing to and supporting the completion of the Progress Check at Age Two and supports regular communication with parents and carers through a combination of written assessments, updates through Famly and consultation meetings.

## Supporting Children with SEND and Additional Needs

The Key Person plays an important role in identifying and responding to children's individual needs.

Where concerns arise regarding a child's learning, development or wellbeing, the Key Person will discuss these with parents and carers and seek guidance from the SENDCo where appropriate.

The Key Person works closely with the SENDCo, parents, carers and other professionals to support children with SEND or additional needs. This may include contributing to support plans, attending meetings, implementing agreed strategies and monitoring progress.

Where a child has a Health, Care and Evacuation Plan, the Key Person will contribute to its implementation and review and help ensure that agreed support arrangements are followed.

## Supporting Children Through Transitions

The Key Person plays an important role in supporting children through periods of transition.

This may include:

- starting preschool
- changes to attendance patterns or routines
- moving between groups or sessions
- transferring to another setting
- moving on to school

The Key Person works closely with parents, carers and other professionals to help children feel secure and confident during times of change. They contribute to transition planning and information sharing, helping to ensure continuity of care, learning and wellbeing.

## Key Person Arrangements

Where possible, a Key Person is allocated before a child starts attending the preschool to support the settling-in process and enable positive relationships to begin developing from the outset.

Parents and carers will be informed of their child's Key Person and photographs of Key People are displayed within the setting to help children and families identify them.

The Key Person is responsible for supporting the child's induction and settling-in process and for developing a positive relationship with both the child and their family.

We operate a team approach to key person responsibilities. Where a child's Key Person is unavailable, the Preschool Manager, Deputy Manager or another suitable member of staff will provide continuity of care and support.

## Changes to a Child's Key Person

There may be occasions when a child requires a change of Key Person.

This may occur if:

- the child does not form a secure relationship with their allocated Key Person

- the child's attendance pattern changes and no longer matches the Key Person's working days
- a member of staff is absent for an extended period
- a change is considered to be in the child's best interests

Any changes will be discussed with parents and carers and managed sensitively to support continuity and emotional wellbeing.

## Related Policies

This policy should be read alongside the following policies:

- Parental Involvement
- Transitions
- SEND
- Working in Partnership with Other Agencies
- Ethical Information Sharing
- Confidentiality
- Online Safety
- Safeguarding
- Child Protection
- Equality, Diversity and Inclusion

## Monitoring and Review

This policy will be reviewed annually or sooner if required due to changes in legislation, guidance or preschool practice.

Policy reviewed on: 20th May 2026

Next review due: 20th May 2027

Reviewed by: Hollie Durrant and Julie East

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| Date: | Review Date: |
| Signed: | Signed: |
| Print Name:<br>(Chairperson) | Print Name:<br>(Manager) |