



AYSGARTH SCHOOL

EYFS Key Person Policy

Reviewed: September 2026

Member of Staff responsible for this policy: Anna Brown

To be reviewed: September 2027

EYFS Key Person Policy

At Aysgarth, we believe children settle best when they have a Key Person who knows them and their family well and responds sensitively to their individual needs. The Key Person role is a statutory requirement of the Early Years Foundation Stage (EYFS) and is central to promoting children's emotional wellbeing, learning and development.

Our key-person approach works in the following way: In Nursery and Reception, the class teacher is the designated Key Person. The teaching assistant acts as the Secondary Key Person, providing continuity of care, support and communication when required. Together they work closely to ensure that every child is known well and their individual needs are consistently met.

We aim to provide a **safe, stimulating, and nurturing environment** where children form secure relationships, and parents feel confident that their child's well-being, care, and learning are fully supported. We see parents as **active partners** in this process.

We are committed to creating a nurturing, inclusive and welcoming environment where every child feels safe, valued and supported to develop secure relationships. Careful consideration is given to the individual needs, interests and circumstances of each child and family to ensure a positive start to their Early Years journey.

The Key Person approach supports secure attachments, promotes emotional wellbeing and helps children develop confidence, resilience and independence.

The Key Person's Role

- Develops a secure and trusting relationship with the child and their family.
- Settles new children gradually and provides day-to-day emotional reassurance.
- Responds sensitively to children's feelings, behaviours and individual needs.
- Supports children's physical needs, including toileting, dressing and comfort.
- Acts as the primary point of contact for parents/carers and works in partnership with them.
- Plans for the child's care, wellbeing and learning, drawing on information shared by parents/carers.
- Observes, assesses and plans for the child's learning and development, maintaining accurate records of progress in accordance with the school's assessment procedures.
- Monitors the child's progress and identifies any emerging concerns or additional needs, working in partnership with parents/carers and other professionals where appropriate.

- Works closely with the SENCO and other professionals, where appropriate, to ensure children with emerging or identified additional needs receive timely and appropriate support.
- Promotes positive relationships, confidence and independence.
- Supports smooth transitions between Key Persons, classes and settings.
- Supports safeguarding by recognising, recording and reporting any concerns in accordance with the school's Safeguarding and Child Protection Policy.
- Shares relevant information with colleagues to ensure continuity of care and learning when absent.
- Participates in regular supervision meetings with the Head of Early Years in accordance with school procedures.

Settling-In Procedures

Families are invited to visit the setting before their child starts.

Parents are encouraged to share information about their child's interests, routines, medical needs and any additional support requirements.

Flexible settling-in arrangements are agreed in partnership with families and, where appropriate, tailored to the individual child.

The Key Person maintains regular communication with parents during the settling-in period to ensure children feel safe, secure and settled.

- **Pre-start visits** allow staff to gather key information and build relationships.
- A **Stay and Play session** takes place before term begins, helping children become familiar with the environment and giving parents time to meet with the Key Person.
- The Key Person discusses and agrees with parents the best approach for their child's transition, which may include additional visits or phone calls.

We recognise that some children, particularly younger children or those new to group care, may take longer to settle. We judge a child to be settled when they seek comfort from their key person, show familiarity with their environment, and begin to engage confidently with other children and activities.

Continuity of Care

In the absence of the Key Person, the Secondary Key Person or another familiar member of the EYFS team will assume responsibility for the child's care. Information relating to the child's care, wellbeing and learning is shared appropriately between staff to ensure consistency of provision.

Monitoring and Review

The implementation of the Key Person approach is monitored by the Head of Early Years through supervision meetings, observations of practice and regular communication with staff and families. The effectiveness of the Key Person approach is also evaluated through parental feedback and children's wellbeing and engagement. This policy is reviewed annually or sooner if statutory guidance changes.