



## **Key Worker Policy**

### **Links to the EYFS**

The EYFS discusses a key person in the learning and development requirements section 1.11; and the safeguarding and welfare requirements 3.26.

‘The key person must help to ensure that every child’s learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carer in guiding their child’s development at home. They should also help families engage with more specialist support if appropriate (1.11). Also to help the child become familiar with the setting, offer a settle relationship for the child and build a relationship with their parents (3.26)’

### **Assigning Key Persons (Key Worker)**

The manager is responsible for assigning key persons and ensuring that the key person approach is fully implemented.

Each child attending the pre-school must be assigned a key worker and Parents must be informed of who they are and introduced to their child’s key worker as soon as possible (preferably prior to the settling in period or at the settling in session).

The key worker will read through the child’s registration form prior to the child starting and discuss with the Manager any special requirements/needs/information relating to the new child.

### **The key worker approach**

The primary aim of the key worker system is to provide close relationships between the practitioner and the child for whom the key worker is responsible, and the parents/carers of those children in order to assist the development of the children.

The key worker should be able to relate warmly to the children in their care and make secure relationships, whilst also recognising that the children’s primary attachment will be their own parents.

A key worker does not work exclusively with his/her key children. The whole team works with all the children. Relationships should be supportive and open but should not be exclusive.

A secondary key person (Buddy) will assume the key worker role in the case of absence. The parent should be informed of who the secondary key person is.

### **Key Worker responsibilities**

- Develop unique and special attachments with key children and work in partnership with their parents.
- Support children as they settle in, transition to school and during significant changes in their life, for example: new sibling, going to hospital.
- Be the main communication source between parent and pre-school when possible, especially in relation to the child.
- Make observations and maintain up to date assessments of the children's learning and development and plan for next steps, and discuss this with parents.
- Work closely with the family of a child with special needs and liaise with appropriate outside agencies (under strict support from the SENCO).
- Support children to be healthy by monitoring their diet, toileting needs, emotional needs, indoor and outdoor needs, and spend quality time with key children.
- Protect children from harm or neglect and help children to stay safe by developing meaningful relationships so that each child's individual needs are understood.
- Support children's relationships with Transitional Objects and be aware of the importance of these,
- Help children to make a positive contribution, to achieve well and to enjoy what they do by preparing activities, setting targets and goals specifically to meet the needs of the individual child.

### **Procedures**

*Procedures to follow for Using Tapestry to document children's learning journeys and daily activities to share with parents:*

- All Learning Journeys must be kept up to date with regular observations and evidence entered at least once a week
  - The pre-school manager and deputy are responsible for regular monitoring to ensure quality and consistency and to provide support for staff.
  - Each key worker has a responsibility to keep their children's Learning Journeys up to date and in order, failure to do so may result in disciplinary action.
  - Do not write anything down that you would not be willing to share with parents.
  - Always write clearly and try to ensure that spelling and grammar is correct.
  - All staff are expected to attend parent's evenings and open days in order to build positive relationships and encourage future involvement.
- 
- Each key person has the responsibility to work in partnership with parents on the 2 year progress check and on transition documents.

### **Change of key worker**

There are times when there will be a need for a change of key worker, be this for a change of staff, for maternity for example.

Given that we value the importance of high quality continuous care and stable attachments we aim to do the following:

- Inform parents of any change in key worker at the earliest opportunity and invite them to discuss the change with the manager, particularly if the new key worker is new to the setting.
- Provide parents with an approximate change over date.
- Provide opportunities for the parents to be introduced to the new key worker, both formally and informally.

## **Two Year Progress Check**

### ***The Integrated Review***

Integrating the health and education assessments at age two will help identify concerns and offer effective early intervention for those children who need more support, at an age where interventions can be more effective than they would be for an older child. Every child between the ages of 2 and 2.5 years will be assessed by the public health nursing team.

The key worker is also central to completing the Two-Year Progress check and sharing it with the child's parents/ guardians.

The Progress check at two is a statutory assessment identified in the EYFS.

*'When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving other professionals (For example, the Provider's Special Educational Needs Coordinator or health professionals) as appropriate'*

*EYFS, Section 2 (published March 2014)– Assessment, p.13.*

In Devon, the **Integrated Review** will bring together these existing reviews for children at around 2 years of age and support joint working between health and education where there are concerns about a child's development. The review draws upon the content of both reviews and brings them together in a coherent way to:

- Identify child's progress, strengths and needs at this age to promote positive outcomes in health, wellbeing, learning and behavior.
- Facilitate appropriate intervention and support for children and their families, especially those for whom progress is less than expected
- Generate information which can be used to plan services and contribute to the reduction of inequalities in children's outcomes

At All Saints Wise Owls, the Progress check will be organised by the manager/ deputy manager following the below guidance:-

1. Using the Two-year Progress Check the key worker is to draft comments regarding the child's development in the prime areas.

2. The manager/ deputy manager will monitor the checks.
3. Invite the parents in to the setting to discuss the Progress Check and add any additional comments on to the sheet. Agree with the parents the child's next steps.
4. Type up the finished progress check.
5. Share with parents, and professionals including health visitors as required., including the DCC EY consultant who will monitor the checks.

The Progress check should be completed with every family that attend the setting at around 2 years 3 month or within 3 months which allows the child new to setting time to settle in and for key people to gain useful observations and make an assessment.

All staff contributing to the 2 Year Old Progress check will be adequately trained.

The Manager or Deputy must monitor each child's Progress check.

The manager has been trained (February 2019) in completing the Let's Talk More Screens within the setting. The screens are available if a concern is detected in children's speech and language development at the Progress Check. The screen provides a tool to assess whether additional strategies can be implemented for progress to be made or a referral to speech and language therapy is needed. As a Let's Talk Champion, regular support and updates are shared with the manager.

Every child in the setting at the time of their progress check will receive a Let's Talk More Assessment and be screened as good practice.