

Title:	KEY PERSON and TRANSITIONS POLICY
Outcome Statement:	Our aim is to provide each child with a key person. 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.
To meet the standards as part of:	Early Years Alliance Ofsted EYFS
Applicable to & For use by:	All members of the pre-school setting: Staff, Committee Members, Volunteers, Parents / Carers
Content:	Key Person Policy The Keyworker System The Key Person's Responsibilities Learning Stories
Appendices:	
Last reviewed:	March 2026
Reviewed by:	Hainford & Frettenham Pre-school Supervisor / Chairperson
Date of Committee Meeting policy adopted at:	
Chairperson Name and Signature:	
Review Date:	March 2028

KEY PERSON POLICY

Hainford & Frettenham Pre-School are highly committed to identifying and meeting the individual needs of each child attending. To aid this process we operate a 'Key Worker' system, whereby every child is allocated a member of staff as their Key Person shortly after starting pre-school. This will act as the bridge for the child between their home and the setting. The key person will get to know the child well, become attuned to their likes and dislikes, attitudes and preferences. The key person will also provide the child with support at key times, whether it's the time they join the setting, whenever they make a transition and whenever there has been a significant event in the child's life. Each key person is also responsible for a group of children, liaising with their families and maintaining records of development and learning. The key person will be particularly aware of the child's needs; both on a day-to-day level within the session and over the longer term, ensuring that our planning will support their individual needs and development, in consultation with their family.

This policy will provide staff with a framework in which to operate the Pre-School Key Person system. It will define for staff the roles and responsibilities of a Key Person and how these roles and responsibilities translate into practice. By sharing with and gathering information from parents relating to individual children, staff will be able to develop a full and accurate picture of each child's level of skill, knowledge and understanding, and their interests. This will enable staff to closely match provision to each child's individual needs.

The Keyworker System

- Monitoring of individual development.
- Input into whole group planning so that individual needs are met.
- Individual knowledge of children.
- Opportunities for relationships to be built with families.

The Key Person's Responsibilities

- Introducing a new child to the setting and talking to parents/carers about the child's individual needs and routines.
- Working in partnership with parents/carers and other pre-school staff to support the transition between home and pre-school.
- Developing a secure and trusting relationship with key children and their parent/carers as they become integrated into the pre-school environment.
- Encouraging relationships with other staff and children.
- Routinely conducting observations to inform future planning.
- Regularly observing and recording assessments on all children, generally taking brief notes of individual children's achievements and progress.
- Plan for any individual additional needs.
- Maintaining children's developmental records.
- To make sure Tapestry is regularly updated.
- To, where possible, be responsible for changing their key child's nappies, toileting and changing of clothes and any other personal needs.
- Being interested in any changes at home, which may affect children's behaviour and needs at pre-school.
- Ensuring any necessary feedback for parents/carers is shared at the end of the session.
- Meeting with parents in a consultation if required.
- Keep information given by parents confidential and only discuss with other staff where it effects the planning for the individual child.

The pre-school is not always able to allocate a key person who will be present at every session a child attends. This does not mean that this child will be overlooked when their keyworker is absent. Staff liaise with each other and within any one session have responsibility for ALL children present.

It should be noted that at any time, a member of staff can be available to speak to parents/carers if they have any questions, concerns or worries. It is preferable that this is either at the end of a session or if notification can be given, staffing adjustments can be made to allow this to happen during a session. Meetings with respective Keyworkers can be arranged routinely. Equally, if the members of staff have any concerns or worries regarding a child, please be assured that they would ask to meet with parents/carers straight away, either formally or informally. Staff members will always make time to speak to parents who need them, either immediately or by appointment.

Learning Stories

Over the time that each child is with us, we make an online learning story for each child to share with their family. This is done on Tapestry. The learning story will keep a record of the achievements of his/her time in the setting. It will be based on the Early Years Foundation Stage Curriculum and will cover seven areas of learning, these include:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Examples of what your child achieves will be collected through everyday activities, through observation and brief notes. It could include a variety of the child's work, photographs, conversations, dates, events, development skills and next steps. We welcome contributions to the story by the parent/ carers' comments, photos and pictures that the child has made at home. This will promote effective communication between the child's home and the setting. The child's key person is responsible for updating the learning story. When the child leaves the setting the learning story will be given electronically to the parent/carer as a record of their time at pre-school, and where possible sent to the receiving school.

Preschool Transition Support Policy

1. Policy Statement

This policy outlines the preschool's commitment to supporting all children and families through transitions. We recognise that transitions—whether small daily changes or major moves between settings—can significantly impact a child's emotional wellbeing, learning, and sense of security. Our aim is to ensure transitions are planned, positive, and responsive to individual needs.

2. Aims

The preschool will:

- Provide a secure, nurturing environment where children feel safe and confident during periods of change.
- Work in partnership with families and other professionals to ensure continuity of care and learning.
- Prepare children for transitions in developmentally appropriate ways.
- Monitor and respond to children's emotional and behavioural needs throughout transition processes.

3. Key Principles

3.1 Child-Centred Practice

- Transitions are planned with the child's emotional wellbeing at the centre.
- Staff recognise that each child responds differently to change and adapt support accordingly.

3.2 Partnership With Families

- Families are valued as the child's primary educators.
- Open, ongoing communication is maintained to share information, concerns, and strategies.

3.3 Collaboration With Other Professionals

- Information is shared appropriately and sensitively with receiving settings and relevant professionals to ensure continuity of support.

4. Types of Transitions Supported

The preschool supports children through:

- Settling-in and entry to the setting
- Daily transitions (e.g., moving between activities, routines, or rooms)
- Changes in staffing or key person
- Transitions between early years rooms or groups
- Transition to school or another setting
- Transitions at home (e.g., new siblings, house moves), where families choose to share information

5. Procedures

5.1 Settling-In and Starting Preschool

- A key person is allocated before the child starts.
- Families are offered settling-in sessions tailored to the child's needs.
- Staff gather information about the child's routines, preferences, and comfort items.
- Visual supports and familiarisation activities are used to reduce anxiety.

5.2 Daily Transitions Within the Setting

- Staff use consistent cues such as songs, countdowns, or visual timetables.
- Children are given time to prepare for changes in activity or environment.
- Additional support is provided for children who find transitions challenging.

5.3 Transition Between Rooms or Groups

- The child's key person liaises with the receiving staff to share relevant information.
- Children visit the new room gradually before the move.
- Families are informed in advance and invited to discuss any concerns.

5.4 Transition to School or Another Setting

- Staff liaise with receiving teachers or settings (with parental consent).
- Learning journals, assessments, and key-person insights are shared appropriately.

- Children take part in school-readiness activities focusing on independence, confidence, and social skills.
- Where possible, school staff are invited to visit the child in the preschool environment.

5.5 Supporting Children With Additional Needs

- Individual transition plans are created for children with SEND, EAL, or those who require enhanced support.
- Multi-agency meetings may be arranged to ensure continuity of care.
- Staff use personalised strategies such as social stories, visual schedules, or additional visits.

6. Role of the Key Person

The key person is responsible for:

- Building a secure, trusting relationship with the child and family.
- Monitoring the child's emotional wellbeing during transitions.
- Communicating regularly with parents and carers.
- Preparing and sharing transition documentation.
- Advocating for the child's needs during transition planning.

7. Family Engagement

The preschool will:

- Provide clear information about upcoming transitions.
- Offer guidance on how families can support their child at home.
- Encourage families to share relevant changes or concerns.
- Respect family preferences, cultural practices, and communication styles.

8. Staff Training and Development

- Staff receive training on attachment, child development, and transition-sensitive practice.
- The team regularly reflects on transition procedures to ensure they remain effective and inclusive.

9. Monitoring and Review

- Children's responses to transitions are observed and documented.
- Feedback from families and staff is used to evaluate and improve practice.
- This policy is reviewed annually or sooner if required by changes in legislation or best practice.