



EYFS Settling In and Key Person Policy

Aim

We want every pupil to feel safe and confident here at Avon House School in keeping with the school's ethos:

Avon House is a family, concerned for the happiness and general well-being of all. Celebrating and supporting every pupil begins with self-esteem, honesty, fairness, integrity, respect for self and respect for others. In our happy, secure environment the emphasis is placed on each child being recognised as a valued individual. We hope our pupils will develop their full potential in both academic and non-academic fields, with a strong moral understanding of truth, equality and humanity. We aim to give our pupils life-enhancing strategies to build on as they progress towards the adult world.

We create a welcoming environment where pupils settle quickly, providing individual care to the pupil by working closely with parents. We recognise that for some pupils and parents, starting a new setting can be a worrying time. We make sure we have robust settling in procedures and a key person approach for us to get to know the pupil and parents, giving them the reassurance to feel safe.

Settling In

We start the settling in process before entry as we recognise this as a crucial time to build relationships and establish a two-way dialogue.

For children joining Foundation 1, a year before they are due to start the child and their parents are invited to a coffee morning at school to start meeting other parents and develop relationships with the staff and familiarise themselves with the setting. In some circumstances we may do a home visit. In the summer before they start, the children and parents have a Play and Information Session. In the first week of the autumn term Foundation 1 pupils have staggered start times to support the settling in process.

For new children joining Foundation 2, we have a Play and Information Session where the children come into school with their parents to familiarise themselves with the classroom, meet the teacher and receive any necessary information. The children then come to Swap Morning in the last week of the summer term to spend time in their new Foundation 2 class.

All parents of children who will be starting are asked to complete a 'Foundation Stage Questionnaire' giving EYFS staff knowledge of the child's likes and dislikes and other helpful notes to assist with the settling in process. The parents will also receive a Parent Pack providing general information about the school, uniform, their child's school day, dropping off and picking up procedures etc.

Pupils moving from Foundation 1 to Foundation 2 attend Swap Morning and their parents receive a Parent Pack about the new class.

All EYFS parents are invited to an information session with EYFS staff at the start of the new academic year.



Key Person

As outlined in the EYFS: 'Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with parents.' (Statutory Framework for EYFS, 2017)

It is important to note that all staff within the EYFS will develop a relationship with all pupils. This will also ensure inclusion and that each individual pupil's needs are accommodated. Although each child will have a named key person, it will be the class teacher's responsibility to plan and teach the main class activities and have overall supervision of the observations and next steps of all of the children to track their progress.

Foundation 1 and Foundation 2 have daily debriefs which ensures everyone is aware of the needs of all pupils. EYFS have a weekly meeting, again ensuring that all EYFS staff are kept informed about all EYFS pupils.

- Every pupil in Foundation 1 and 2 is assigned a key person who helps the pupil become familiar with the setting and develops a close relationship with them.
- When allocating the key person, pupils' choices are respected as they are often drawn to an adult.
- Parents receive a letter (Appendix 1) informing them who their child's key person is. This information is displayed outside Foundation 1's classroom.
- Each key person will have secure knowledge of the EYFS framework and age related targets for their key group. Although the class teacher is responsible for planning and delivering lessons and overseeing all the children's learning records; the key person ensures that their allocated pupils' records are up to date and the next steps planned through shared observations from the staff in the class.
- Reports on the children's progress will be sent home in the autumn and summer terms and the class teacher and key person will be available to discuss these if there are any concerns.
- There are daily opportunities for parents and staff to feedback on the individual pupil.
- There is a home school daily diary where staff and parents can communicate on a daily basis.
- Parents are able to email the school if this is more convenient.
- Parents can also telephone and speak to a member of staff if the need arises.
- If a parent requests an individual meeting, we aim to accommodate that as soon as possible, as we appreciate that parents with any concern or worry should not wait. We appreciate that a worried or concerned parent requires immediate attention and any communication will always be responded to within a maximum of 48 hours.
- Regular coffee mornings will take place where the class teacher and each key person in the class will be present.
- Scheduled parent meetings will take place with the class teacher. The pupil's key person, if this is not the class teacher, will also be present for Foundation 1 children.

Reviewed September 2018 PT

Reviewed July 2019 PT/RT

Reviewed August 2020 PT



Appendix 1

Dear Parents/Carers,

As stated in the Early Years Foundation Stage (EYFS) Statutory Framework, each child is allocated a key person.

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This letter is to inform you about the role of a key person and who your child's key person will be.

A key person is an important person in a child's life during the Foundation Stage. This person will help to settle children in and build a positive relationship with them. The key person will support the class teacher in keeping their child's progress record up to date and they will also support the class teacher in identifying any gaps in the child's development. Although each child will have a named key person, it will be the class teacher's responsibility to plan and teach the main class activities and have overall supervision of the observations and next steps of all of the children to track their progress.

Your child's key person is

Yours sincerely,

Mrs R Telling
Pre-Prep Dept Lead