

Early Years Key Person Policy



Written by/Updated by	A Blakey	Date	December 2025
Approved by	L Weber (Principal)	Date	January 2026
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In the Early Years, each child has their own special key person whose role is to make sure the child feels safe, secure and well cared for. The key person works in close partnership with parents and is the first point of contact if parents have any questions or concerns. They help to plan activities to support their key children's individual development and progress, and keep parents informed of the children's experiences whilst in the setting.

The key person is also responsible for keeping track of each child's development and progress in the setting and making sure that their key children's developmental needs are covered in the weekly planning. Children in the setting also have a key person 'buddy' who will take care of them if they attend a session when their key person is not present. The buddy is responsible not only to care for the needs of that child but also to feed back any relevant information and observations to the child's key person and parents/carers. Details of each child's key person and key person 'buddy' are displayed in the foyer.

A child's key person:

1. Will be available, where possible, for parents/carers to talk to at the end of a session, or by phone if necessary. If parents wish to talk at some length, we would be grateful if they could make an appointment at a mutually agreeable time.
2. Will be responsible for keeping the key child's learning journey updated on Tapestry. They will also complete or contribute to the individual EYFS concerns/no concerns screen on Tapestry at key points over the year.
3. Will work with other staff to plan for the key child's learning and development, based on observations of the way in which the child engages with other people and the learning environment and considering the characteristics of effective teaching and learning.
4. If a child attends another setting, will liaise with staff in that setting regarding the child's development and progress, if parental permission has been given.
5. Will encourage parents to contribute to their child's Learning Journey on Tapestry.
6. Will write an end of year report or a leaving report if the key child leaves the setting before the end of the academic year.
7. Will check about the Healthy Child Programme health and development review at age two completed by health visitors, and note any concerns raised.
8. Will complete the Early Years Foundation Stage profile at the end of the Reception year and arrange a meeting with parents to discuss their child's profile results. This information will also be discussed with

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the Y1 teacher at The King's School. If children are transferring to Y1 classes in schools other than The King's School, EYFS profile data and information will be passed onto the children's new teacher. Profile data will also be sent to the local authority upon request in the summer term.