

# Key Person System



Each child, on starting at Grass Roots, will be allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the nursery (and with the social worker, where applicable).

Regular ongoing practice such as observations will be carried out to build up a picture of the child's interests, and activities will be planned accordingly to support the child's stage of learning and development and interests. This information will be shared with carers as well as any concerns surrounding their developmental stages. Where necessary a care plan will be developed with carers and professionals. This will include:

- The child's emotional needs and how they are to be met;
- How any emotional issues and problems that affect behaviour are to be managed;
- The child's sense of self, culture, language/s and identity - how this is to be supported;
- The child's need for sociability and friendship;
- The child's interests and abilities and possible learning journey pathway; and
- How any special needs will be supported.

Children entering the nursery will have individual strengths and weaknesses which staff will identify and support. Where a place is requested at the nursery for a child with identified special needs, staff will review with the family the appropriateness of the other services available to ensure that the nursery is able to provide fully for that child's needs. Children with specific needs, for example with a physical or sensory impairment, or with a learning difficulty, will receive relevant support to ensure they are able to access the full breadth of learning activities and experiences offered. Children who are working at greater depth in a particular area, or areas, will be supported in developing their skills, whilst being encouraged to benefit from a balanced and full curriculum to ensure all aspects of their development are supported. Staff will support all children regardless of ability in developing a positive self-image and sense of self-worth and will help them to cooperate in their play with others, reflective of their age and stage of learning. As required we have a named SENCO **Jessica Bruce** working alongside her is **Samantha Blackie**, they are responsible for coordinating the provision for children with special educational needs. For further details please refer to our SEND Support policy.

When children are 'looked after' children, in addition to what is set out above, a care plan may also consider:

- How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed;
- What written reporting is required;
- Wherever possible, and where the plan is for the child's return to their home, the birth parent(s) should be involved in planning; and
- With the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parent/carer(s), such as outings, fun-days etc alongside the foster carer.

Where applicable, an Individual Learning and Development Plan (ILDP) will also be completed for 3-5 year olds in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.

Transition to school will be handled sensitively with the key person and designated 'looked after' person, working together with the child to ensure that this is as smooth a transition as possible and all necessary information is

shared. The child's individual file, including observations, photographs and pieces of artwork and mark making will be passed on to the carer at this stage.