



Great Berry Primary School Policy Statement

Title: Key Worker Policy in The Early Years Foundation Stage

Implementation Date: October 2026

Review Date: October 2026

Policy issued on authority of: Governing Body

Date policy statement approved:

For Action by: All Great Berry Primary School governors and staff

Monitored by: Governors
Headteacher and Deputy Headteachers
Senior Managers

For information: All governors and staff

Contact point: Headteacher and Chairman of the Governing Body

Key Worker Policy

- A key person helps the baby or child to become familiar with the setting and to feel confident and safe within it.
- A key person develops a genuine bond with children and offers a settled, close relationship.
- When children feel happy and secure in this way they are confident to explore and to try out new things.
- Even when children are older and can hold special people in mind for longer there is still a need for them to have a key person to depend on in the setting, such as their teacher or a learning assistant.
- At Great Berry, each child in the Early Years Foundation Stage creates good relationships with all the adults in their classroom.

Staff from Great Berry visit the local pre-school/s, liaise with staff and meet the children.

Parents / Guardians have a pre-entry meeting with the Early Years Foundation Stage and Year One Phase Leader in the term before the children start and then within the first two weeks of term (September), each parent has an individual meeting with the Class Teacher and Learning Assistant. This proves very helpful and informative for both staff and parents.

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During the initial Pre-Entry Meetings for parents, the Early Years and Year One Phase leader will inform parents of the dates that children can attend 2 'settling in' sessions to the school to enable them to become familiar with the environment. The visits will last 45 minutes and during the visit the children can go inside the classrooms and play in the outside Area. The sessions will take place in the Summer term.

The school also sends out a form for parents to fill in about their child's development, which is requested by the school to be returned before the children start school. Staff find this informative and useful to plan next steps. If children have any medical needs that the school is made aware of, meetings with the SENDCo are held before September (to advise the school). That information is then passed onto the relevant Class Teacher. This is done in order for Care Plans to be set up. There is also a close liaison with the School Nurse. The Foundation Stage Leader and Teachers also liaise with the School Nurse with regard to any concerns or seeking advice. The school can also provide details about how to get into contact with the school nurse.

Parents / Guardians have daily contact with their child's Class Teacher and / or Learning Assistant everyday: in the morning and afternoon. In the morning, parents are able to pass on any information (eg if their child has a cold). At the end of the day, there is more opportunity to speak to parents about any concerns, or equally positive outcomes.

Individual meetings are held during the first two weeks of the Autumn Term with parents / guardians.

During the Autumn Term the parents/guardians will be invited to a Parent's Evening and during the Spring Term parents / guardians are invited to look at their child's work and meet with the Class Teacher. During the Summer Term parents / guardians receive a written report and also attend a Display Evening to look at their child's work. There are opportunities for parents / guardians to meet with the Class Teacher and /or Learning Assistant after school (aside from the set Parent's Evenings). Meetings with regards to SSPs are held with parents, when appropriate.

There is good liaison between the Early Years Foundation Stage Team, within classes between the Class Teacher and Learning Assistant, as well as across the year groups. If the Class Teacher is out unwell or on a course, the Learning Assistant is the person that the children tend to go to. The Class Teacher tends to take full responsibility for being the Key Worker but it is very much a whole team effort.

Notes

Policy prepared by: Early Years Foundation Stage and Year One Phase Leader

Policy relates to: Early Years Foundation Stage Policy and Safeguarding

Resource implications (where necessary):

Implications for School Development Plan (where relevant): The implementation of the Early Years Foundation Stage Framework. EYFS

Related policies: Early Years Foundation Stage Policy, SEND Policy, Equal Opportunities