



Key Person System at Cleator Moor Nursery School

Policy Statement

At Cleator Moor Nursery School, every child is assigned a **named key person in line with the EYFS Statutory Framework (2025), paragraph 3.34**, which states:

Each child must be assigned a key person to help ensure their care is tailored to meet their individual needs, help the child become familiar with the setting, offer a settled relationship and build a relationship with parents and carers.

Our key person system is designed to ensure:

- strong attachment relationships
- emotional security
- consistent communication with families
- personalised learning and care
- early identification of additional needs
- high-quality transition support
- effective multi-agency working

Our model reflects the needs of a Maintained Nursery School with 2-year-old provision, nursery classes age 3-4 and enhanced SEND support, ensuring every child and family has access to a trusted, knowledgeable and consistent adult.

Rationale and Justification for Our Model

At Cleator Moor Nursery School, we implement a layered and purposeful key person system which ensures all children benefit from:

- a main lead key person
- daily support from familiar classroom adults
- enhanced named support for children with SEND or vulnerability
- senior leadership oversight

This structure is intentionally designed to ensure:

- consistency for children



- accessibility for parents
- strong co-production
- robust safeguarding and SEND pathways
- swift responses to emerging concerns
- high-quality transition arrangements

Our rationale is based on the understanding that while **every child requires one named key person**, the most effective practice in a school nursery is achieved through **distributed attachment relationships within a stable team**, while maintaining clear accountability.

Key Person Allocation and Implementation

Two-Year-Old Classroom

Main Key Person: Ashleigh Ditchburn – Two-Year-Old Room Leader

Ashleigh Ditchburn, as **Room Leader and senior member of staff**, is the **main lead key person for all children within the two-year-old classroom**.

This ensures:

- a highly consistent adult presence
- strong parent communication
- secure attachment relationships
- clear oversight of development and welfare
- consistent curriculum and care expectations

Ashleigh is the **main point of contact for parents** and is responsible for:

- sharing progress at parent meetings
- discussing next steps
- celebrating achievements
- talking through concerns
- coordinating pupil profiles alongside the SENDCo
- supporting transitions into school nursery
- ensuring co-production remains central to practice



Enhanced SEND Key Person: Mrs Kenmare

Mrs Kenmare, Senior Teaching Assistant, acts as key person for identified children with SEND in the two-year-old provision.

This enhanced role is justified to ensure:

- highly personalised communication
- bespoke daily feedback
- stronger support for vulnerable children
- closer alignment with provision maps and pupil profiles
- responsive family support

She is the initial day-to-day contact for parents of children with SEND, ensuring time, continuity and responsive communication.

School Nursery

Main Lead Key Person: Mrs Prescott – Class Teacher

Mrs Prescott, as Class Teacher and senior member of staff, is the main lead key person for most children within School Nursery.

Her role includes:

- maintaining secure and consistent relationships
- leading parent meetings
- discussing next steps
- celebrating progress
- talking through concerns
- ensuring continuity in learning and welfare
- supporting curriculum progression and Reception readiness



Additional Intake Key Person: Mrs Field

Mrs Field, Senior Teaching Assistant, is the **named key person for children who join in later intakes (4- and 5-term starters).**

This role is strategically important to ensure:

- secure late-entry transitions
- rapid settling
- structured story opportunities and targeted experiences

Mrs Field works closely with Mrs Prescott and meets with parents termly.

Enhanced SEND Key Person: Miss Rudd

Miss Rudd is the named key person for identified children with SEND in School Nursery.

Her role ensures:

- high-frequency communication with families
- daily personalised feedback
- close alignment with support plans
- targeted SEND provision
- consistent implementation of specialist strategies

Whole Team Responsibility

While named key persons hold clear accountability, all adults working with children at Cleator Moor Nursery School share responsibility for promoting secure attachment, emotional safety and positive relationships.

All staff are expected to:

- know children deeply
- understand interests
- understand developmental stage
- recognise routines and care needs
- understand family context



- respond to emotional wellbeing
- implement SEND and medical plans consistently
- maintain high expectations for every child

This whole-team approach ensures children experience multiple secure relationships within a stable and emotionally available environment.

Family Partnership and Co-Production

At Cleator Moor Nursery School, co-production is at the heart of our key person practice.

Key persons work in genuine partnership with families by:

- listening to parental voice
- sharing achievements
- agreeing next steps together
- problem-solving concerns collaboratively
- involving parents in support planning
- strengthening home–school consistency
- supporting transition routines

This ensures parents feel known, valued and fully involved in decision-making.

SEND, Safeguarding and Multi-Agency Working

All identified key persons work closely with the **Headteacher, who is also the DSL and SENDCo**, to strengthen the family support element of our work.

This includes:

- navigating SEND pathways
- coordinating referrals
- attending and contributing to Early Help meetings
- working with health visitors
- liaising with speech and language therapists



- contributing to paediatric and wider health plans
- participating in Team Around the Family processes
- safeguarding escalation where required

This ensures children and families receive **timely, joined-up and holistic support**.

Monitoring

Senior leaders monitor the effectiveness of the key person system through:

- parent feedback
- child wellbeing and involvement
- transition success
- SEND support outcomes
- safeguarding oversight
- learning walks
- supervision
- appraisal
- governor safeguarding and SEND monitoring