



Information and Records Policy

10.8 Transfer of records to school

Policy statement

We recognise that children sometimes move to another early years setting before they go on to school although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting in this process. We prepare records about a child's development and learning in the EYFS in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Procedures

Transfer of development records for a child moving to another early years setting or school

- Using the *EYFS assessment of development and learning ensures the key person prepares a summary of achievements in the 7 areas of learning and development.*
- This record refers to any additional language spoken by the child and his/her progress in both languages
- This record also refers to any additional needs that have been identified or addressed by the setting.
- This record also refers to any special needs or disability, whether a DAF was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.
- If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

Transfer of confidential information

- The receiving school or setting will need to have a record of concerns that were raised in the setting and what was done about them.
- A summary of the concerns will be made to send to the receiving setting or school along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these.
- Where a DAF has been raised in respect of any welfare concerns the name and contact details of the lead professional will be passed on to the receiving setting or school.
- Where there has been an S47 investigation regarding a child protection concern the name and contact details of the child's social worker will be passed on to the receiving setting or school – regardless of the outcome of the investigation.
- This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked confidential.

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Freedom of Information Act 2000
- Human Rights Act 1998
- Children Act 1989

Further guidance

- What to do if you are Worried a Child is Being Abused (HMG March 2015)
- Information Sharing: Advice for Practitioners (DCSF July 2018)

This policy was adopted at a meeting of	Widcombe Pre-School	(name of provider)
Held on	3.2.2019	(date)
Date to be reviewed	2020	(date)
Signed on behalf of the management committee		
Name of signatory	S Zab	
Role of signatory (e.g. chair/owner)	Deputy Manager	

Reviewed January 2020

Reviewed January 2021

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