

## 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 or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage 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 (WSCB).

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 Development Matters in the Early Years Foundation Stage guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
  - any additional language spoken by the child and his or her progress in both languages;
  - any additional needs that have been identified or addressed by the setting;
  - any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs, 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, a star is placed on the front of the assessment record.

### *Transfer of confidential information*

- The receiving school or setting will need to have a record of any safeguarding or child protection 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 CAF 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 a 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 as 'confidential'.

### *Transition Process to Primary School:*

To support the transition to school, we will:

- Provide parents with information and support with regards to applications
- Ask parents which school their child will be going to, once this information has been sent to parents.
- During circle times we can discuss feelings, moving onto school with the children, helping to open up about their transition. We complete worksheets and work on skills which are required for school.
- Liaise with the school, visit the school with the children during planned visits, and ask for the teachers to come to preschool to meet the children.
- Complete the children's learning journeys and transition reports ready for school. We will arrange for the school to receive a copy of this report and the learning journey. You will receive this during the first few weeks of term in September.

To support the transition for children with Special Educational Needs from preschool to school, the Senco will liaise with the school's Senco, Headteacher and Class teacher.

- Our Senco will arrange to hold a transition meeting at the school, with the child's parents, school Head teacher and the school Senco. This meeting will be to discuss the needs of the child (strengths and difficulties) and how these are currently supported. We will inform the school of existing external agencies working with the child and the advice they have given.
- It will be agreed with the child's parent and the school when the setting's records
- for the child will be passed on.
- Where possible, the preschool will arrange for the child to attend school visits or open days with their current key person and/or parent/carer

### **Legal framework**

- Data Protection Act (1998)
- Freedom of Information Act (2000)
- Human Rights Act (1998)

- Children Act (1989)

### Further guidance

- What to do if You're Worried a Child is Being Abused: Guidance for practitioners (HMG 2015)
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents & Carers (DfE 2015)
- [http://wiltshirescb.org.uk/wp-content/uploads/2016/10/WSCB\\_WhatToDoIfYouAreWorried.pdf](http://wiltshirescb.org.uk/wp-content/uploads/2016/10/WSCB_WhatToDoIfYouAreWorried.pdf)

This policy was adopted at a meeting of \_\_\_\_\_ *(name of provider)*

Held on \_\_\_\_\_ *(date)*

Date to be reviewed \_\_\_\_\_ *(date)*

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair, director or owner) \_\_\_\_\_