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 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. Prior to transferring information, we will establish the lawful basis for doing so (see our Privacy Notice).

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.3 The learning environment 3.4 The wider context	

Characteristics of Effective Learning

Playing and Exploring Engagement	Active Learning Motivation	Creating and Thinking Critically - Thinking

Procedures

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

- Using the Development Matters in 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.
- This record refers to any additional language spoken by the child and his or her progress in both languages.
- The record also refers to any additional needs identified and/or addressed by the setting.

- The record also refers to any special needs or disability and whether a Early Help Plan (EHP) was raised in respect of special needs or disability, whether there is an Educational Health Care Plan EHCP and gives the name of the lead professional.
- The record contains a summary by the key person and gives the parent the option to add their view of the child.
- For transfer to school, a copy of the last terms next steps and observations made are forwarded to the school, along with a moving on form completed by the key person and parent, and a One Page Profile where necessary.

Transfer of confidential information

- The receiving school or setting will need to have a record of concerns raised in the setting and what was done about them.
- A summary of the concerns will be recorded 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 EHP 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 confidential.

This policy was adopted at a meeting of	Rudgwick Pre-school
Held on	1st July 2021
Date to be reviewed	1st July 2023
Signed on behalf of the management committee	William Baldwin
Name of signatory	William Baldwin
Role of signatory	Chairperson

Legal framework

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

Further guidance

- What to do if you are Worried a Child is Being Abused (HMG 2006)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)