FOWEY PRE-SCHOOL

**TRANSFER OF RECORDS TO SCHOOL POLICY**

We recognize 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).

# Procedures

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

* Using the EYFS assessment of development and learning ensure the key person prepares 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 that have been identified or addressed by the setting.
* The record also refers to any special needs or disability and whether a CAF was raised in respect of special needs or disability, whether there is an Educational Health and Care Plan and give the name of the lead professional.
* The record contains a summary by the key person.
* The document may be accompanied by other evidence such as photos or drawings that the child has made.
* For transfer to school, most local authorities provide an assessment summary format or a transition record for the setting to follow.
* If there have been any welfare or protection concerns, we’ll 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 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.

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* Where there has been an 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.
* We do not pass any other documentation from the children’s personal file to the receiving setting or school.

# 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 2006)

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

# EYFS key themes and commitments

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive**  **Relationships** | **Enabling**  **Environments** | **Learning and Development** |
| 1.1 Child development  1.2 Inclusive practice  1.3 Keeping safe 1.4 Health and wellbeing | 2.2 Parents as partners 2.4 Key person | 3.1 Observation, assessment and planning  3.2 Supporting every child 3.4 The wider context | 4.4 Areas of learning and development |

Date of next review: September 2024

Signed…………………………………. Position…………………………….. Date……………

Copies of the original signed document are available upon request.