

General Welfare Requirement: Documentation

Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children.

Record keeping

5.3 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.

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 well-being | 2.2 Parents as partners 2.3 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 |

Procedures

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

- Pre-school fill out and use the Transition Toolkit, as provided by Herts for Learning and this is forwarded to the schools the children will move onto. This is usually done in the first half of the Summer term.
- The Transition Toolkit refers to any additional needs that have been identified or addressed by the setting.
- The Transition Toolkit refers to any additional needs or disability and whether a TAF was raised in respect of additional needs or disability, whether there is an Education Health Care Plan
- The Transition Toolkit also identifies any Child Protection issues and if Child in Need has raised.

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.
- Where there has been a S47 investigation (Section 47 of the Children's Act 2004) 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.
- If required the management may meet with the receiving school to discuss and hand over information about the child.

Legal framework

- Data Protection Act 1998
- Freedom of Information Act 2000
- Human Rights Act 1998
- Children Act 2004

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)

This policy was adopted at a meeting of _____ name of setting
Held on _____ (date)
Date to be reviewed _____ (date)
Signed on behalf of the management _____
Name of signatory _____
Role of signatory (e.g. chair/owner) _____