



St. Michael's Pre-school Policies and Procedures

10.8 Transfer of records to school

Policy statement

At St. Michael's Preschool 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.

All safeguarding and SEND documents /records will be passed on to the child's new setting in accordance with Safeguarding procedures.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting (see our Privacy Notice).

Procedures

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

- Using the *Early Outcomes* (DfE 2013) guidance and our assessment of children's development and learning, the key person will prepare a transition record.
- The record includes:
 - 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 our setting;
 - any additional needs or disability, at which stage of intervention including my support plan or my plan, and the name of the lead professional.
 - whether the child is in receipt of, or eligible for EYPP (Early Years Pupil Premium) or other additional funding.
- The record contains a summary by the key person and includes the parents and child's voice.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- The setting will use the local authority's assessment summary format or transition record, where these were provided.

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 our setting.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. The SVPP may stipulate the forms to be used and provide these for us to use.
- Where an Early Support Assessment has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- We take the information to the school or setting wherever possible, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.
- A receipt copy of the information transferred to another setting is retained at preschool.

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're worried a child is being abused: Advice for practitioners (HM Government 2015)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

This policy was adopted by

St Michael's Trustee Committee

On

16th October 2024

Date to be reviewed

Every 2 years or as required

Signed on behalf of the provider

Victoria Pearmain

Name of signatory

Victoria Pearmain

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

Chairperson