**Logo

Description automatically generatedTransfer of records to school Policy and Procedure**

**Transition to school**

**Statement of Intent**

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 foundation stage class.

We prepare children for these transitions and involve parent/carers 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 Somerset Safeguarding Children’s Partnership (SSCP).

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).

**Aim**

We maintain records and obtain and share information to ensure the safe and efficient management of the setting and to help ensure the needs of all children are met.

Moving on to school is a major transition in a child’s life involving separation from familiar adults and children. Older children have a more secure understanding of ‘people permanence’ and are able to approach new experiences with confidence. However, they need preparation if they are to approach transition to school with confidence and an awareness of what to expect.

**Partnership with schools**

* Details of the school that a child will be attending are recorded in the child’s file along with the name of the reception class teacher.
* Every effort is made to forge and maintain strong links with all schools that children may attend. The setting manager will approach schools in order to open lines of communication where these have not previously existed.
* Teachers are welcomed into the setting and sufficient time is made for them to spend both with the child, their parents/carers and with the key person, to discuss and share information that will support the child’s transition to school.
* A child’s EYFS profile and learning journey record is forwarded to the school along with other information that will aid transition and settling in. Parents/carers receive a copy of this. (Famly online learning journal)
* Any action plans relating to a child’s additional needs are also shared, where this is in place.
* Other formal documentation such as safeguarding information is prepared in line with procedure Transfer of records.

**Partnership with parents**

* Key persons discuss transition to school with parents/carers and set aside time to discuss learning and development summaries. Parents/carers are encouraged to contribute to summaries.
* Key persons will discuss with parents/carers how they are preparing their child for school and will share information about how the setting is working in partnership with the school to aid transition.
* Key persons will make clear to parents/carers the information that will be shared with the school, for example, information regarding child protection and work that has taken place to ensure the child’s welfare.

**Increasing familiarity for children**

* Where the setting is on, or adjacent to a school site, there will be opportunities for children to become familiar with staff and school premises, for example shared use of outdoor and indoor spaces, activities and resources.
* Where possible, the key person will take the child to visit the new school, if this is the school’s transition policy.
* If there are several schools in a catchment area, or the setting is not within a reasonable distance of the school, other means of familiarisation will be explored. This could be through videos, photographs or other information about the school that can be shown within the setting. Staff may borrow resources from the schools and will use these with the children.

**Preparing children for leaving**

* Children and parents/carers form bonds with adults and children in the setting and will need preparation for separating from the relationships they have formed.
* The child’s last day should be prepared for in advance and marked with a special celebration or party that acknowledges that the child is moving on.
* Parents/carers should not be discouraged from bringing the child for the occasional brief visit, as separations often take time to complete. Sometimes children need the reassurance that their playgroup is still there and that they are remembered.

**Procedures**

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

* Using the Early Years Outcomes (DfE 2013) 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 our setting;
  + any special needs or disability, whether a EHA was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
* The record contains a summary by the key person and a summary of the parent/carer’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, we 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 any safeguarding or child protection concerns that were raised in our setting and what was done about them.
* 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. SSCP will stipulate the forms to be used and provide these for us to use.
* Where an EHA 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 post or take the information to the school or setting, 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.

**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)

Updated and implemented Autumn Term 2023 reviewed regularly and the procedure monitored and evaluated