

## 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*

- Using the EYFS assessment of development and learning the key person keeps a learning journal of each individual child, this includes the Two Year Progress Check if it was completed by the setting.
- This record is given to the child's parents on leaving and becomes their property, we encourage parents to share the documents with their Child's next setting.
- If the child has any additional needs that have been identified or addressed by the setting, we endeavour to pass on this information, either through a meeting or by letter, to the next setting before the child leaves Young Discoverers.
- Any record of any special needs or disability and whether a CAF was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs and gives the name of the lead professional would be passed on also.
- 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 this would be passed on.

### *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 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.

## **Legal framework**

- Data Protection Act 1998
- 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)

This policy was adopted by

Young Discoverers

On

10<sup>th</sup> July 2012 (date)

Signed

Name of signatory

Mrs Karen Keene

Role of signatory

Manager