



Transfer of Records to School and Other Settings Policy

Version Control

Version	Nature of Update	Author	Date
1.0	Original Issue	Penelope White	13/06/2021
1.1	Reviewed	Penelope White	01/09/2023

At The Phoenix Kindergarten CIC we recognise that children sometimes move to another early years setting before they go on to school and many will leave our setting to enter reception class in various settings.

We are committed to prepare children for these transitions. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting. To enable smooth transitions, we share appropriate information with the new 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's Board.

The procedure guides this process and determines what information we can and cannot share with a school or setting.

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 teacher will prepare a summary of achievements in the seven areas of learning and development in the form of end of the year report (or transition report in the situation when child leaves during the school year).
- The record refers to: any additional language spoken by the child and their progress in both languages.
- Any additional needs that have been identified or addressed by our setting.
- Any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan.
- 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. Some Local Safeguarding Children's Boards will stipulate the forms to be used and provide these for us to use.
- Where a CAF 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 an 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)
- Any additional needs that have been identified or addressed by our setting;
- Any special needs or disability, whether a CAF was raised in respect of special needs
- Using the *Early Years Outcomes* (DfE 2013) guidance and our assessment of it