14 Record Keeping

**14.06 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 reception class.

We prepare children for these transitions and involve parents and the receiving 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 Local Safeguarding Children Board.

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

**Procedures**

**Transfer of Development Records for a Child Moving to Another Early Years Setting or School**

* Using the Development Matters in the Early Years Foundation Stage guidance and our assessment of children's development and learning, the keyworkers 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 the setting
* Any special needs or disability, whether a TAF (Team Around Family) was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs, and the name of the lead professional.
* The record contains a summary by the key persons and a summary of the parent’s view of the child.
* When a child transfers to a school, we will complete a transition record, which will be passed to the receiving school.
* If there have been any welfare or protection concerns, the receiving school or setting will be advised.

**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 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.
* Where a TAF 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.
* 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 as 'confidential’.

**Further Guidance**

* Information Sharing Advice for Safeguarding Practitioners (2015)