

General Welfare Requirement: Organisation

Providers must maintain records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children.



Record keeping

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 most will leave our setting to enter a reception class.

We prepare children for these transitions and involve parents and the receiving setting in this process. Each child has an Online Learning Journal (Tapestry) which tracks their progress in line with EYFS (2014). In order to enable smooth transitions we share Learning Journals and any 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 our Tapestry online Learning Journal and having used the EYFS assessment of development and learning, the key person generates a summary of achievements in the 3 prime areas and 4 specific areas of learning.
- This record will include any additional language spoken by the child their progress in both languages.
- The record will include any additional needs that have been identified by the setting.
- The record also refers to 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.
- For transfer to school, we will generate a summary report on Tapestry, where a school does not have Tapestry we will produce as a PDF document and post it to the relevant Teacher. Where a School does use Tapestry we will initiate an online Transfer of the whole Learning Journal including the generated report.

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 2008
- Freedom of Information Act 2000
- Human Rights Act 1998
- Children Act 2004

Further guidance

- What to do if you are Worried a Child is Being Abused (HMG 2015)
- Information Sharing: Guidance for Practitioners and Managers (DCSF 2015)

This Policy was reviewed by	Fiona Wilson - Supervisor
Adopted by	Rotherfield Village Pre-School Staff and Directors
Read and agreed by	
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