

## **Safeguarding and Welfare Requirement: Information and Records**

Providers must 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.

### **10.8 Transfer of records to school and transitions within nursery**

#### **Covid 19 Addendum**

**Moving rooms:** Children are familiar with staff in both rooms some children have had to move rooms and be with different familiar adults. We have worked with parents to help children adapt to these changes. Any room transitions will be based on individual family and work needs and consideration of each child's age/stage of development, length of time they have had away from nursery and how their key person, and parent, feels they will respond to any further changes.

**For any children going to school:** We will work together with all schools that children are going to and attempt to do all we can to help ease this transition, including making up school packs with photos of the teachers and building; reading stories, engaging in role play, setting up video calls, meetings and where possible visits. We will also work with parents to try to alleviate any worries and anxieties. This may mean working with the schools to extend the starting date.

**Any children moving from another setting that they have attended during the lockdown** (key worker children): In these cases, with parental permission, we will attempt to speak to the childcare provider that the child has attended to discuss interests, development and next steps.

**Children attending another early years provider:** A virtual meeting will take place where children attend another setting or childminder to discuss possible options during this time; where possible this will be discouraged and ways will be explored for them to stay with just one provider to minimise risks.

#### **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 or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage (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. Prior to transferring information, we will establish the lawful basis for doing so (see our Privacy Notice).

## **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 CAF 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's view of the child, as appropriate.

- 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. Some Local Safeguarding Children 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 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)

This policy was adopted by

*Apples and Honey Nightingale*

on

Date to be reviewed

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

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