

## Felixstowe Nursery School

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

**Providers must maintain records and obtain and share information to ensure the safe and efficient management the setting, and to help ensure the needs of the children are met**

### Transfer of records to school

#### **Statement:-**

Our setting aims to make the transition from our setting to the next stage of their education and development a happy and positive experience for all involved. We want the child and the parents to feel informed and part of this smooth passage between settings.

We recognise that children sometimes move to another early years setting before they go on to school, although many leave to go straight to 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 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.

"Not only must children get ready for school, but schools must get ready for the particular children they serve". (National Education Goals Panel)

#### **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 languages spoken by the child and progress in both languages,
  - any additional needs that have been identified by the setting,
  - any special needs or disability, whether a CAF 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 completed by the key person and a summary of the parent's view of the child.

- The document is accompanied by other evidence such as photographs or drawings 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/I] will follow as applicable.
- If there have been any welfare or protection concerns, [we/I] place a star on the front of the assessment record.
- We form strong relationships with the children and their parents and support them fully during the transition process.
- We answer any questions and alleviate concerns by effective communication, fully informing parents and children about what the process involves.
- We treat every child and parent as individuals and fully respect their choices and any concerns they may have.
- We ensure parents are kept informed and involved in the transition process.
- Staff will talk informally during session time to the children about going to “Big School”, providing appropriate books, stories and rhymes on this subject.
- We are aware that the child's emotional well-being at this stage is a priority and support them through discussion and, enforce this as a positive experience through such activities as role-play.
- We are aware that children and their parents feel vulnerable, we ensure we support them and help guide them in the best way to suit that specific family. The key person will support the family as a whole.
- We liaise with other settings and teachers from the local primary schools they are welcomed into the setting to visit the children they will be receiving
- We use this time for the child's key person to discuss the child's interests, learning requirements and any concerns the child or parent may have about the transition process.
- We encourage the child and their parents to visit the “new” school and see their new teacher and setting.
- We ensure that children with special educational needs have the required support, assistance and resources in place prior to the child starting the new setting. The child's key person will liaise closely and may visit the new setting with the child to ensure the process meets the individual child's needs.
- We encourage the child and the family to come back and visit the nursery to share their experience and to feel included at all times and maintain the positive relationships that have been built.

### **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 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 detail 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 settings 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**

- Data Protection Act (1998)
- Freedom of Information Act ( 2000)
- Human Rights Act (1998)
- Children Act (1989)

**This policy was adopted at a meeting of Felixstowe Nursery School.**

**Held on .....**

**Date to be reviewed.....**

**Signed by Chairperson.....**

**Signed by Manager.....**