



9.08

Transition and Transfer of Records

Early Years Transfer of Records to School

Policy statement

We recognise that children sometimes move to another early years setting before they go on to school, or to start reception class in another school.

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.

Procedures

Transfer of development records for a child moving to another early years setting or school

- Using the *Early Outcomes* (DofE 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 a Statement of Special Educational Needs, 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.
- 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

- Data Protection Act (1998)
- 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 (HMG 2006)
- Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

Transition from Primary to Secondary School

Policy statement

The move from a primary school to a secondary can be challenging for all pupils. To make sure children get the help and support that they need at school, Silverhill School shares information at secondary transfer.

Procedures

If a pupil is transferring to an independent school, it is common practice for that school to seek a reference. The Head Mistress, together with input from the staff, will put together a reference for the child.

State schools do not require an individual reference, but they will visit the school in the summer term to meet with the child, the Year 6 teacher and the Head Mistress. All information at this meeting is shared verbally.

For children who are statemented or vulnerable, it may be a particularly difficult time. For those pupils who are statemented, or thought to be vulnerable, the school will put together a set of information called a profile.

In the case of statemented children, the new school will be invited to a review meeting and to share in all the review documentation. The needs as identified in the review and provision agreed upon by the Council will be shared with the new school, along with all relevant paperwork.

If a child has had significant support which needs to continue, the Head Mistress will seek a meeting with the new school and pass on all relevant IEP's and formal assessments.

Copies of all the reports from Reception to Year 6 with their Assessment Books for literacy, numeracy and science will be sent to the new school at the end of the summer term.

Details of SAT results for all Year 6 pupils will be sent on to their new schools.

You have the right to see, or have a copy of, your child's educational record at their school. If you want to see your child's educational record you should write to the school. (See Policies / Administration/ 8.04 Parents and Carers Access to Confidential Records)

Legal framework

- Data Protection Act (1998)

This policy was adopted by	Silverhill School
Date	January 2018
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Name of signatory	Mrs Jenifer Capper
Role of signatory	Head Mistress