

Policy 10.4

Fazeley Pre-school Transition Policy

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 foundation class. At our Pre-school, we realise that transition to new settings is a major event in the lives of young children and can be an anxious time for both children and their parents/carers. We need to ensure that the move is made as smooth as possible with as little disruption to the child as is feasible

We prepare children for these transitions and involve parents and the receiving setting in this process. We prepare records about a child's development and learning in the 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 EYFS assessment of development and learning ensure the key person prepares a summary of achievements in the 7 areas of learning and development.
- This record refers to any additional language spoken by the child and his or her progress in both languages.
- The record also refers to any additional needs that have been identified or addressed 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.
- 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.

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. 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.
- Where there has been an 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.

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)

Transition for the child to a new setting is a major event in order to make the transition as smooth as possible for the child we will:

- Try not to put too much emphasis on the move, especially for those children going to school
- Talk about school in a positive way
- Encourage children who will attend the same school to socialise together
- Find out as early as possible which school each child will attend
- Encourage teachers from schools to visit
- Visit our feeder schools if possible
- Give parents/carers tips on how to make transition easier for their child
- Pass developmental information about the child to the next setting (with parents' permission) - see above
- We will reassure parents/carers at all times that anxiety about going to school is quite common for children and can affect their normal behaviour. We will support the children and their parent/carer in this important stage of their lives.

This policy was adopted at a meeting of Fazeley Pre-school Committee on 16th April 2008 and amended at a meeting of Fazeley Pre-school Committee on 25th April 2018. It will be reviewed again in November 2020 unless it is considered necessary beforehand because of changes in legislation etc.

Signed on behalf of Fazeley Pre-school Committee

Maria Harborow Chairperson