

Transfer of Records

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/carers 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 passed on securely where there have been concerns, as appropriate, 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 guidance and our assessment of children's development and learning, the Key Person will prepare a summary of achievements in the prime and specific 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, and any action plans.
- The record also refers to any special needs or disability and whether Early Help referrals, or Child in Need (CIN) referrals, or Child Protection (CP) referrals were raised in respect of special educational needs or disability, whether there is an Action Plan (or other relevant plan, such as CIN or CP, or early help) and gives the name of the lead professional.
- The summary shared with schools should also include whether the child is in receipt of, or eligible for EYPP (Early Years Pupil Premium) or other additional funding.
- The record contains a summary by the Key Person and a summary of the parent's/carer's view of the child.
- The document may be accompanied by other evidence such as photos or drawings that the child has made.
- For transfer to school, most local authorities provide an assessment summary format or a transition record for the setting to follow, we will use these where provided.
- If there have been any welfare or protection concerns a star is placed on the front of the assessment record.
- If the Local Safeguarding Partners (LSP) retention requirements are different to the setting, the DSL will liaise with their line manager, and seek appropriate advice if necessary.
- Whichever format of assessment summary is used, it should be completed and shared with the parent/carer prior to transfer.

Transfer Of Confidential Information

- The receiving school or setting will need to have a record of child protection concerns that were raised in the setting and what was done about them, which will be our responsibility to provide.
- To safeguard children effectively, the receiving setting must be made aware of any current child protection concerns, preferably by telephone, prior to the transfer of written records.
- 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 an EHA (Early Help Assessment)/CAF(Common Assessment Framework)/early help referral 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. A copy of the child welfare and protection concern summary form will be given to the receiving setting/school.
- This information is posted or taken to the school or setting, addressed to the setting or school's DSL for Child Protection and marked confidential. Electronic records must only be transferred by a secure electronic transfer mechanism, or after the information has been encrypted.
- Parents/carers should be reminded that sensitive information about their child is passed onto receiving settings where there have been safeguarding concerns and should be asked to agree to this prior to the information being shared. Settings are obliged to share data linked to "child abuse" which is defined as physical injury (non-accidental) physical and emotional neglect, ill treatment and abuse.
- Parents/carers should be asked to agree to this, however, where safeguarding concerns have reached the level of a referral being made to local children's social work services (either due to concerns that a child may be at risk of significant harm or that a child may be in need under Section 17 of the Children Act,) if consent is withheld the information will most likely need to be shared anyway. It is important that any decisions made to share or not share with or without consent are fully recorded.
- For any safeguarding or welfare concerns that resulted in an early help referral being made, and if consent to share is withheld, legal advice may be sought prior to sharing.

- If the level of a safeguarding concern has not been such that a referral was made for early help, or to children’s social work services or police, the likelihood is that any concerns were at a very low level and if they did not meet the threshold for early help, they are unlikely to need to be shared as child abuse data with a receiving setting, however, the DSL should make decisions on a case by case basis, seeking legal advice as necessary.
- The DSL should check the quality of information to be transferred prior to transfer, ensuring that any information to be shared is accurate, relevant, balanced and proportionate. Parents/carers can request that any factual inaccuracies are amended prior to transfer.
- If a parent/carer wants to see the exact content of the safeguarding information to be transferred, they should go through the subject access request process. It is important that a child or other person is not put at risk through information being shared.
- If no referrals have been made for early help or to children’s social work services and police, there should not normally be any significant information which is unknown to a parent/carer being shared with the receiving school or setting.
- If a parent/carer has objections or reservations about safeguarding information being transferred to the new setting, or if it is unclear what information should be included, the DSL may seek legal advice.
- In the event that LSP requirements are different to the settings this must be explained to the parent/carer, and a record of the discussion should be signed by parents/carers to indicate that they understand how the information will be shared, in what circumstances, and who by.
- Prior to sharing the information with the receiving setting the DSL should check LSP retention procedures and if it becomes apparent that the LSP procedures are materially different to setting’s procedures this is brought to the attention of the DSL’s line manager, who will agree how to proceed.
- If a Child Protection Plan or Child in Need plan is in place a copy of a Child Welfare and Protection summary may also be given to the receiving setting or school, along with the date of the last professional meeting or case conference.
- Where a child has been previously or is currently subject to a Child Protection Plan or Child in Need plan, the name and contact details of the child’s social worker will be passed onto the receiving setting/school, along with the dates that the relevant plan was in place for.
- Parents/carers should be made aware what information will be passed onto another setting via the Privacy notice.
- Copies of the last relevant initial Child Protection conference/review, as well as the last core group or Child In Need minutes can be given to the setting/school.
- The Preschool Leader must review and update the Child welfare and protection summary, checking for accuracy, proportionality, and relevance, before this is copied and sent to the setting/school.
- Staff ensure the remaining file is archived in line with the procedures set out below.
- No other documentation from the child’s personal file is passed to the receiving setting or school, unless requested by an organisation with the authority to make the request. The setting keeps a copy of any safeguarding records in line with required retention periods.

Archiving Children’s Files

- All documents are kept together in an appropriate robust file, with the child’s name and date of birth on the front and the date they left.
- Staff write clearly on the front of the envelope the length of time the file should be kept before destruction.
- This is kept stored in a safe place i.e. a locked cabinet for three years or until the next Ofsted inspection conducted after the child has left the setting, and can then be destroyed.
- For web-based or electronic children’s files, staff must also use the archiving procedure, and record details of what needs to be retained/destroyed. Staff must make arrangements to ensure that electronic files are deleted/retained as required in accordance with the required retention periods in the same way as paper based files.
- Health and safety records and some accident records pertaining to a child are stored in line with required retention periods.

Legal Framework

- General Data Protection Regulations (GDPR) (EU) 2016/679
- 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 & carers (HM Government 2018, updated May 2024)
- Working Together to Safeguard Children (DfE 2023)
- Mental Capacity Act 2005 Code of Practice (Office of the Public Guardian 2007)

Policy adopted: September 2011

Last reviewed: October 2025

Signed:

Name: Caroline Wilson

Position: Chair