06 Record keeping procedures

**06.4 Transfer of records**

Records about a child’s development and learning in the EYFS are made by the setting; to enable smooth transitions, appropriate information is shared with the receiving setting or school at transfer. Confidential records are passed on securely where there have been concerns, as appropriate.

**Development and learning records**

* The key person prepares a summary of achievements in the prime and specific areas of learning and development
* This record refers to any additional languages spoken by the child and their progress in all languages.
* The record also refers to any additional needs, any special needs or disability that have been identified or addressed by the setting and any action plans.
* The summary shared with schools should also include whether the child is in receipt of, or eligible for EYPP or other additional funding.
* The record contains a summary by the key person and a summary of the parents’ view of the child.

**Transfer of confidential safeguarding and child protection information**

* The receiving school/setting will need a record of child protection concerns raised in the setting and what was done about them. The responsibility for transfer of records lies with the originating setting, not on the receiving setting/school to make contact and request them.
* To safeguard children effectively, the receiving setting must be made aware of any current child protection concerns, preferably by telephone or in person, prior to the transfer of written records.
* 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 designated person should make decisions on a case by case basis, seeking legal advice is necessary.
* The designated person 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.
* If a parent 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 being shared with the receiving school or setting.
* If a S47 investigation has been undertaken by the local authority a copy of the child welfare and protection concern summary form is given to the receiving setting/school.
* Where a early help assessment has been raised in respect of welfare concerns, the name and contact details of the lead professional are passed on to the receiving setting or school**.**
* If the setting has a copy of a current plan in place due to early help services being accessed, a copy of this should be given to the receiving setting, with parental consent.
* 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/school, regardless of the outcome of the investigation.
* Where a child has been previously or is currently subject to a child protection plan, or a 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.
* This information is posted (by ‘signed for’ delivery) or taken to the school/setting, addressed to the setting’s or school’s designated person 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.
* Copies of child protection conferences/reviews, as well as core group or child in need minutes will be given to the setting/school.
* If a decision has been taken to pass safeguarding documents onto a receiving school/setting, then all safeguarding records and documents are passed on, the setting retains a list of what has been passed on, signed by the relevant professionals.

**Archiving children’s files**

* All records pertaining to a child are stored in line with required retention periods.