



Whole School Policy for the Transfer of Pupil Records to School (Including the EYFS)

Please also refer to **‘The Role of the Key Person and Settling-In in the EYFS’**, **‘Whole School Safeguarding and Child Protection Policy’** and **‘Whole School Safeguarding and Child Protection Procedures’**

Policy Statement:

By the September after their fourth birthday, children at the Pre-School are ready and prepared to continue their Early Years Education and their learning journey within the Reception class at Cranford School. In order to assist the transition from Pre-School to Reception classes, staff schedule regular visits to the Reception classes for the children to become familiar with the environment. These, together with the joining together for School events such as Sports Day and shows, help children to build up strong relationships with the Reception staff. Pre-School and Reception staff also meet formally on a termly basis to discuss pupil progress and any concerns and/or support required.

We also recognise that some parents will choose alternative establishments for their children to further their education. Pre-School staff compile records about a child’s development and learning in the Early Years Foundation Stage during their time at the Pre-School. Information is shared with the receiving setting or school during the Summer Term to ensure a smooth transition.

This policy has regard to the *‘Statutory Framework for the Early Years Foundation Stage’ Safeguarding and Welfare Requirement: Information and Record Keeping (3.77 ‘Providers must maintain records, obtain and share relevant information (with parents and carers, other professionals working with the child, the police, social services and Ofsted or their CMA, as appropriate). This is to ensure their setting is safe and efficiently managed, and the needs of all children are met’* and is compliant with the General Data Protection Regulation 2018.

This document is available in the Cranford School Policies section of the Whole School Staff Teams area on Microsoft Teams for all staff to read. It is also available to parents and interested parties on the School website. This policy is reviewed annually, and when events or legislation requires, by the Headmaster, Head of EYFS and Governors. The next review date is August 2024.

Key Personnel:

The Headmaster or Head of EYFS should be contacted should have any questions or concerns regarding this document.

EYFS Key Themes and Commitments:

This policy corresponds with the following ‘EYFS Key Themes and Commitments’:

- A Unique Child (1.2 Inclusive Practice, 1.3 Keeping Safe)
- Positive Relationships (2.1 Respecting each other, 2.2 Parents as Partners)
- Enabling Environments (3.1 Observation, Assessment and Planning, 3.3 The Learning Environment, 3.4 The Wider Context)

Procedures:

Transfer of Development Records:

- Using objectives taken from the ‘Development Matters’ Framework 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 will include:
 - Details of any additional language spoken by the child and his or her progress in both languages;
 - Details of any additional needs that have been identified or addressed in the Pre-School;
 - Details of any special needs or disability, whether a CAF (Common Assessment Framework) 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;
- For pupils further up the School in KS1 and above, files containing attainment scores, reports etc. will be forwarded to the pupil’s next school.

Transfer of Confidential Information:

- Please also refer to the School’s ‘**Whole School Safeguarding and Child Protection Policy**’ and ‘**Whole School Safeguarding and Child Protection Procedures**’ for more details.
- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised during the pupil’s time at the School and details of any action taken;
- 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;
- 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 a TAF is in place, the name and contact details of the lead professional will be passed on to the receiving setting or school;
- Where there has been a Section 47 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;
- This information is posted or taken to the school or setting, addressed to the school’s Designated Safeguarding Lead and marked as ‘Confidential’.

Reviewed: February 2025:

Director of Admissions, Head of Pre-Prep

Review due: February 2026:

Director of Admissions, Head of Pre-Prep

