

## 5.04 Transfer and Transition to Primary School Policy

### 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 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 with the consent of the parent/carers.

### 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 Education Health and Care plan (EHC) was raised in respect of special needs or disability.
- 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 transfer to school, most local authorities provide an assessment summary format or a transition record for the setting to follow.
- If there have been any welfare or protection concerns a star is placed on the front of the assessment record.

### 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 an EHCP 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 an Section 47(s47) investigation ( local Authority and Police involvement ) 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 setting or school's designated person for child protection and marked confidential.

### **Transfer to Primary School**

Maintain good communication with parents so they are up to date and thinking about the move to school. Remind parents of the importance of applying by the due date.

Work in partnership with parents to ensure children with additional needs are identified and referred to specialist services.

Arrange meetings with parents to discuss transition and possible schools.

Monitor summative assessments/learning journey's and ensure information is being used to differentiate activities.

Confirm school place when parents receive letter.

Arrange meetings for pre-school staff, parents, SEN/Inclusion co-ordinator and Reception teachers to plan the transition from pre-school to school.

Prepare transition plan for children.

Negotiate appropriate visit schedule with schools.

Discuss shared practice with schools to support transition e.g. topic/themes/activities, sharing resources and familiar stories, information about preferred activities.

Update all records and summative assessment documents and send to school.

Provide information for parents on supporting children during the summer holidays in preparation for school.

Children take part in activities related to school life e.g. role play of school, developing independence in putting on their coats, shoes and in personal self-care, making food choices to support them if they have school lunches.

Children visit schools with parents and/or preschool staff.

Children encouraged to feedback after visits, focusing on emotional well-being, likes and dislikes, things to look forward to.

Date to be reviewed – on or before end March 2023