



**Playhouse Pre-school
Broadwater**

Transitions and Transfer of Records Policy

Statement of intent

Transitions means, the changes a child encounters from one place to another, e.g. from home to pre-school, attending more than one childcare provision (or childminder) and starting school. Often, these transitions involve a process of change that requires them to adapt their thoughts, feelings and behaviors to meet new expectations. Through the implementation of this policy, Playhouse Pre-school aims to work in Partnership with parents/carers, practitioners from other settings and/or childminders along with school staff to share information about the child and what support he or she may need. We will offer support and understanding to the period of adjustment required by children and parents/carers as they adapt to change and remember every child is unique and adapt to change differently.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Developing
1.1 Child development	2.1 Respecting each other	3.2 Supporting every child	4.4 Personal, social and emotional development
1.2 Inclusive practice	2.2 Parents as partners	3.3 The learning environment	
	2.3 Supporting learning		

Transition

At Playhouse Pre-school we view transition as “a process not an event” with this in mind our aim is to help children and families gain the knowledge and skills to make change a positive experience.

Transition to Pre-School

We will communicate with parents/carers as they have the first hand knowledge of their child. This information is valuable in ensuring a smooth transition into Pre-School.

- Families are able to visit the Pre-School to familiarise themselves with the setting and the staff before the child starts attending on a regular basis.
- A key person system is in place. Each child is assigned a specific member of staff who will endeavour to make regular contact with the family to ensure

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continuity and consistency of care during transition. Should their key person not be available, children are allocated a secondary key person.

- If the child is bonding with another member of staff, we may review the nominated key person, to ensure the child's needs are supported.
- Pre-school will work with other settings and agencies during transition to ensure continuity and opportunity for all children including those with special needs.
- Children are introduced to Pre-school with a settling in visit.
- Families are offered a home visit.
- Children may like to bring comfort toys or photographs from home to help them feel secure in a new environment. Photographs are used and shared with parents to assist with the settling in process.
- Parents are welcome to stay with their child during the first few sessions until the child feels settled and the parents feel comfortable about leaving their child. We will, where appropriate, offer a gradual separation of parents from their children for brief periods at first, gradually building up to longer absences.
- We will respect the circumstances of all families, including those who are unable to stay for long periods of time in the setting and reassure them of their child's progress towards settling in.

Transition from Pre-School to school

- With the support of schools we will do our best to provide parents with relevant information regarding information regarding selection of schools and the transfer process.
- We will continue to offer an 'open door' policy allowing visitors from the community including primary school teachers to enable all children to familiarise themselves with other adults.
- We will endeavour to offer support and advice to parents/carers relating to the transition into school.
- We will collate information from the child, the family and other professionals to ensure that all relevant information is handed to feeder schools to ensure continuity and progression for the child, with signed consent from parent/guardian.
- We will continue to share our beliefs and strategies for best practice regarding transition with all relevant persons.
- Staff will attend transition meetings to ensure a smooth transition from preschool into school.
- Children transitioning to schools on site will be taken to visit relevant school at least once.

Transfer of records to new setting

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

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Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

Procedures

Transfer of development records for a child moving to another early years setting or school

- The key worker will complete a moving on transitions form.
- This document refers to any additional language spoken by the child.
- The document also refers to any additional needs that have been identified or addressed by the setting.
- The document also refers to any special needs or disability and whether a CAF was raised in respect of special needs or disability, whether there is an Education Health and Care Plan and gives the name of the lead professional.
- The record contains a summary by the key person.
- This document also provides an assessment summary.
- The document may be accompanied by other evidence such as learning journal and any other relevant information.
- If there have been any welfare or protection concerns these will be shared by the designated person.

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 or school.
- Where there has been a s17 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 setting or school's designated person for child protection and marked confidential.

Legal framework

- Data Protection Act 1998
- Freedom of Information Act 2000
- Human Rights Act 1998
- Children Act 1989 2004

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Further guidance

- What to do if you are Worried a Child is Being Abused (HMG 2006)
- Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

This policy was agreed by the staff of Playhouse Pre-school Broadwater.

Adopted on 12th May 2016 and will be reviewed annually.

Reviewed on 10th July 2023 by Z. Munford