



To support smooth transitions for children starting school professionals need to work together and share information on how best to support each child.

Parents and carers need to be encouraged to share information on their child's individual needs with teachers and practitioners to enable earlier planning to meet those needs.

Practitioners need to ensure all information sharing between professionals and parents follows all statutory and recommended data protection guidance. This would include referring to the organisation/school guidance and the General Data Protection Regulations 2018.

www.ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/right-of-access/education-data

When and how to share children's levels of need and learning & development information to support transition

1. Is there a clear and legitimate purpose for sharing the child's information?

Yes – it is to support the child's learning and development and meet the child's needs. Within the Early Years Statutory Framework 2021 (EYFS) it states:

3.69. Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services and Ofsted or the childminder agency with which they are registered, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. (Information and records page 38).

2.3 Practitioners should address any learning and development needs in partnership with parents and any relevant professionals. (Assessment page 18)."

2. Does the information enable the child to be identified?

Yes – therefore the information must be stored securely. Consider the format of the information and how this is stored. Digital formats need to be password protected and a record kept of who has access to this information. Hard copy formats need to be stored securely, to limit access to the documents. Consider how information is passed on securely to the next setting.

3. Is the information confidential?

Yes – as it is about the individual child, checks need to be made on who can have access to this information and what consent has been given to share. Ensure that the information is shared with the correct professionals and following the organisations/schools data sharing protocols.

4. Do you have consent to share?

Yes – parents have signed agreement for information to be shared as part of the parent declaration form enabling the child to access free early education.

Parent Declaration Academic Year 2022/2023 (Hertfordshire)

'The information you have provided to us will be used alongside additional information



obtained from your current and previous early year's education applications where applicable. This will include attainment information to monitor progress of each child against the Early Years Foundation Stage.'

'Attainment information will be summarised and then used to target support in identified areas of need across Hertfordshire. This is to improve outcomes and ensure that early years services are accessible to all families.' Parent Declaration form.

Talk to the parents about the reasons for sharing this information and how this will help the next setting plan to meet their child's individual needs.

Ensure parents are aware of the information that is shared between settings/schools; discuss this at all opportunities, be open and transparent about the need to share this information to support their child's learning and development. This can be included at induction and welcome meetings to your setting/school, parent meetings, and in parent newsletters.

5. Share the information

Sharing children's level of need and learning & development information at transition. Apply the seven principles of information sharing:

1. **Necessary and proportionate** – sharing this information is required to ensure the child's individual needs are met and the continuation of the child's progress in their learning and development.
2. **Relevant** – sharing this information with the child's key person/teacher at the next setting enables practitioners in the next setting to plan effectively to meet the individual child's learning and development needs.
3. **Adequate** – details of the child's individual needs as identified using the transition level of need criteria and child's progress as measured by the Early Learning Outcomes.
4. **Accurate** – data provided reflecting the child's individual needs at the point of transition and the child's attainment data, stating date assessment made following in house moderation of judgements.
5. **Timely** – date of assessment and completion of this information, as near to the date of transition as possible.
6. **Secure** – information is shared in a safe and appropriate way:
 - face to face meeting at setting/school transition visits
 - transition information sharing sessions
 - sent electronically (transition record form) using secure methods including passwords, following organisations policy
 - shared with the correct person
7. **Record** – a record kept of the date and details of who the information has been shared with for future reference.

A useful document to support information sharing decisions, 'Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' July 2018, can be found here: www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice