



To help children transition smoothly into school, it is important that everyone works together and shares relevant information.

- Professionals should collaborate and communicate about how best to support each child.
- Parents and carers should be encouraged to share details about their child's individual needs with teachers and practitioners. This allows for early planning to meet those needs effectively.
- Practitioners must ensure that all information shared between professionals and families follows statutory requirements and recommended data protection guidance. This would include referring to the organisation/school guidance and the General Data Protection Regulations 2018, Data Protection in Schools.

<https://www.gov.uk/guidance/data-protection-in-schools/sharing-personal-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 foundation stage statutory framework For group and school-based providers it states:

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. Providers must enable a regular two-way flow of information with parents and/or carers (and between other providers, if a child is attending more than one setting). If requested, providers should incorporate parents' and/or carers' comments into children's records.

Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

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 – as long as parents/carers have signed an agreement for information to be shared. This should be implemented as part of induction processes.

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

Ensure parents/carers 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/school 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.
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', can be found here:

www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice