Nursery/Preschool to School  
Child Information Sharing Record

This form is intended to capture key information about a child to support a smooth and successful transition into school. The form also acts as starting point for professional dialogue between early years practitioners, school staff, and any other professionals to ensure continuity of care, learning and development for the child.

* A note should only be recorded against a heading if relevant and significant to the individual.
* This is intended to be shared at an information sharing meeting wherever possible.
* Remember to ensure that this information sharing is covered in parental consent records.

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| --- | --- | --- | --- | --- |
| Name of child |  | | D.O.B |  |
| Name of setting attended |  | | | |
| Key contact for the child at the setting |  | | | |
| Length of time at setting, session times and overall attendance, including start date at setting. |  | | | |
| Name of the school transitioning to |  | | | |
| Does the child have any emerging needs that need to be supported?  Include evidence and what areas of the graduated approach have been used. |  | | | |
| Is the child on your SEND register?  If yes to either, please provide details of the child’s needs, current support and any strategies in place | Yes  No | | | |
| Does the child have an EHCP? | Yes  No | | | |
| Name of Link EY Teacher |  | | | |
| Does the child have any medical needs or diagnosed allergies?  Please specify and provide details. | Yes  No | | | |
| Does the child have a social worker or other professionals involved or supporting the child (e.g. family support worker or Early Help?) |  | | | |
| Are any of the following funding streams in place for the child currently? | SENIF: Yes  No  DAF: Yes  No  EYPP: Yes  No | Notes: Include banding | | |
| Any intervention/support programmes that the child and/or family have engaged in? |  | | | |
| Family – Include who is involved in the child’s life  Parent/family engagement |  | | | |
| Child’s first language  Other languages spoken  Proficiency in English  Do parents need an interpreter? |  | | | |
| How I like to communicate  Interactions with adults and other children  Resources used to support communication |  | | | |
| Progress made against development milestones and at the setting, including 2 year check outcomes if known |  | | | |
| How I like to learn  What works well and not when supporting the child |  | | | |
| Personal care  Independence  Eating/Drinking  Toileting  Medical  Allergies |  | | | |
| Does a further conversation need to take place around any key areas? | Yes  No  If yes, provide contact details | | | |
| Name of person completing the form |  | | | |
| Role |  | | | |
| Date form completed |  | | | |
| Has an information sharing meeting/discussion taken place? | Yes  No  If yes, enter meeting date | | | |