

## EYFS Progress Check at age two, or the Integrated Review. Guidance for Providers

Please refer to [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### Introduction

The Integrated Review was developed to bring together the Health Team's Two-Year Development Review, and the Early Years Progress Check at age two, to assess children's development and to identify opportunities for early intervention. By integrating the reviews, the Government found parents and carers received a more complete picture of their child, drawing on the expertise of Health Visitors and Early Years Practitioners.

In Derbyshire, the process of sharing information, understanding skills and needs, and acting on issues arising, collectively builds the Integrated Review and is typically collated before the child is 2½ years old. Parents and carers are integral to this joint effort as they know their child best.

This collaborative project between Health and Education ensures all partners continue to work closely together to enable the best outcomes for every child, particularly those who are disadvantaged or where less than expected progress is being made. If required, referrals to other professionals can be made.

It is a legal requirement to complete the Early Years Progress Check at age two, however, the following documentation is optional.

### Contents and purpose of support documents

There is also a glossary of terms on page 7.

#### **1. Workflow charts**

As a "quick look" guide, two workflows are included in this guidance document, pages 5-6, outlining the key actions for each partner.

#### **2. Poster**

The poster contains information for parents and carers. This can be edited to meet your needs including adding your provider's name and your own logo. It can also be personalised as a letter to share with parents and carers, as their child approaches 2 years old.

#### **3. Early Years Progress Check at age two template**

For use by Early Years Providers. Ideally, this document should be completed for children under 2 years 6 months, as that is when Health Visitors are most likely to complete their 2-year review.

### Advice to complete the Progress Check at age two template – Page 1

- *Child's information:*

Complete all boxes fully. Please remember the postcode of the child's address as it helps the health team identify the child on their system.

### Advice for template completion – Page 1 continued.

- *Family Input and Child's Voice:*

There are prompt questions in the template to help you have a quality conversation with parents and carers. Record key elements in the comments box.

- *Child as a learner:*

Use the comments box to record a brief summary of the ways the child exhibits the Characteristics of Effective Teaching and Learning (CoETL). Follow with specific comments for each of the 3 Prime Areas of Learning. If there are any issues, describe what they are.

Circle whether 'Expected progress is being made' or 'Less than expected progress is being made' for the three prime areas. If 'Less than expected progress is being made' it is very important to discuss this with parents and carers if you haven't already done so.

### Advice for template completion – Page 2.

- *Targeted Plan and Strategies - to support the child's future learning and development*

**No concerns:** If there are no concerns about the child's development, you will want to note what you have been working on lately, where you plan to go next with the child's learning, and with what support as a continuation of the education currently provided. You can find some support resources as part of the 'Working Together to be Ready for School' materials on the Derbyshire website. See link below.

**Some concerns:** If there are concerns and the child is not making expected progress, you will want to note what effective strategies are already being used or plans to adopt new strategies in the setting or by other agencies – e.g. Every Child a Talker (ECaT), Every Child a Mover (ECaM). Add any further essential information or referrals made.

**High concerns:** If there are significant emerging concerns, or an identified special educational need or disability, you should develop a targeted plan with support from the SENCO to further the child's future learning and development. This will involve parents and carers, as well as other professionals, including the health team. Add any further essential information or referrals including expected actions, e.g. awaiting assessment outcome by Paediatrician.

- *Supporting learning at home:*

With the parents and carers, agree and document the ways you have and will support the child's learning at home, for example, a specific approach or activity.

- *Useful sources of information for parents and carers:*

Note the appropriate resources recommended with parents. There are many free resources and ideas available that can be accessed at home, here are a few:

1. Derbyshire's [Working together to be ready for school documentation.](#)
2. [Tiny Happy People](#), which are simple, fun, free activities to try at home with young children.

## Useful sources of information for parents and carers continued.

3. [Learning to talk | 3 to 5 years | Start for Life](#), which provides simple fun, activities for parents of children aged 0 to 5 to do at home to support their early learning.
4. [Help children learn at home](#), ideas during the corona virus but still contains some excellent advice.
5. [Physical activity for a young child](#), an informative poster about activity levels for 0-5years.
6. [Words for life](#), activities to try from the Literacy Trust for children of all ages.
7. [NHS timescale for baby and child reviews](#), scroll down to the section titled, “2 to 2 and a half years”, for more information and links.
8. [Ages and stages check](#), a website full of information, and a tool to see how the child is getting on with their speech, language, and communication development.
9. [Look, Say, Sing, Play - Brain-building tips | NSPCC](#) resources for parents and carers.
10. [ERIC - the children's bowel and bladder charity](#) has toileting advice for parents and carers.

- *Supporting learning in the setting:*

Agree what you already do or new ways you are planning to support learning in the setting.

- *Possible links or referrals with other agencies:*

Discuss and document other agencies who may be contacted, for example, a referral to the Special Educational Needs and Disabilities (SEND) panel, contact with the local health team or hub or Speech and Language Therapists (SALT)

The following resources can assist you in considering relevant changes or useful tools:

- [Working in partnership with parents and carers](#), advice on good practice and the benefits this brings to the child.
- [Help for Early Years providers](#), provides guidance and practical support to help with the changes to the EYFS.
- The Every Child a Talker (ECaT) assessment tool, found on SchoolsNet using this link [Prime areas of learning \(derbyshire.gov.uk\)](#), can be used when children whose communication and language development is identified as vulnerable to risk of delay **and you require further detail to design and plan for appropriate support.**

### **What to do next.**

Please be aware that the following information relates to children who live in Derbyshire or have a Derbyshire GP.

- *Sending the EYFS Progress Check at age two to the Health Visiting Team:*

Ideally, you will be emailing the completed Progress Check at age two, to the hub as instructed below and BEFORE the child is 2 years 6 months old. This is to help coincide with when Health Visitors are most likely to complete their part of the Integrated Review.

## Sending the Progress Check at age two - continued.

Secure emails are permitted by Derbyshire Healthcare Support through the given nhs.net domain addresses listed below. Please do not use individual Health Visitor email addresses.

**\*South Hub** receives emails from the council wards in Amber Valley, Erewash and South Derbyshire Dales. Please use the following secure email: [dchst.0-19ChildrensAdminSouth@nhs.net](mailto:dchst.0-19ChildrensAdminSouth@nhs.net)

**\*North Hub** receives emails from the council wards in High Peak and Dales, Chesterfield, Bolsover and North East Derbyshire. Please use the following secure email:  
[dchst.0-19ChildrensAdminNorth@nhs.net](mailto:dchst.0-19ChildrensAdminNorth@nhs.net)

**For both hubs, if you have concerns about the child's progress, please write**

**\*CONCERNS\* in the email subject box.**

Best practice note - please contact the Health Visiting team via [Derbyshire Family Health Service](#) as soon as you become aware of any developmental concerns for children aged less than 2½ years, DO NOT wait until the Progress Check at age two is completed.

**For Safeguarding concerns, you must always follow your policy and procedures.**

Continue to next page for the workflows for EY Providers and Health Visitors

## ***Progress Check at age two, or Integrated Review Workflow for Early Years Providers***

### ***Step 1***

- A. Permissions - Check you have permissions from parents and carers to share information when working in partnership with other professionals. These permissions may be part of the child's EY provider registration or may need to be gained separately.
- B. Inform - Parents and carers need to know about the Integrated Review. Use the provided poster to either display on your noticeboards, websites or give out as a personalised letter or leaflet to families when the child is 22-30 months old.

### ***Step 2***

EY provider and parents, ideally together, complete the Progress Check at age two. See pages 1-3 of these guidance notes for more details of the template. Progress Check to be completed between 24-36 months of age, but **preferably completed by 2 years 6 months**.

Parent and carer views – Ensure views or feedback is recorded in the template before providing them a final copy.

### ***Step 3 - with NO health or child development concerns***

EY Provider to email the completed Progress Check at age two to the relevant admin hub:

North - [dchst.0-19ChildrensAdminNorth@nhs.net](mailto:dchst.0-19ChildrensAdminNorth@nhs.net)

South – [dchst.0-19ChildrensAdminSouth@nhs.net](mailto:dchst.0-19ChildrensAdminSouth@nhs.net)

**Please label the email as “CONFIDENTIAL, progress check”**

### ***Step 3 - with SOME health or child development concerns***

EY provider to take following actions:

1. Discuss concerns with parents and carers, including any updated comments by the Health Visitor recorded in the Red Book (Parent Child Health Record).
2. Agree with parents and carers any further actions, next steps, and possible referrals.
3. Encourage parents and carers to use the completed Progress Check at age two to inform conversations with Health Visitor at the Two-Year Development Review.
4. Email the completed Progress Check at age two to the relevant admin hub as listed above.  
**Please label the email as “CONCERN - CONFIDENTIAL – progress check”.**

### ***Step 4***

- Follow up with parents and carers regarding any agreed action points above.
- Check-in with parents and carers after the Health Visitor Two-Year Development Review in case of questions or new actions.

**Progress Check at age two, or Integrated Review**

**Workflow for Health Visitors**

**Step 1**

- A. Invite - Health Visitor invites families for a Two-Year Development Review for children aged 2-2 ½ years old. If the child attends an EY provision, the Health Visitors will discuss information sharing with parents and the provider. It is expected that the provider will have emailed the completed Progress Check at age two via the email hub.
- B. Questionnaire – The Ages & Stages Questionnaire (ASQ) is completed with parents and carers by the time the child is 2½ years old.

**Step 2**

- Health Visitor reviews emailed Progress Check at age two, that has been completed by Early Years provider, if available.
- Health Visitor completes the Two-Year Development Review. Part of this is the ASQ assessment which involves both parent and carer’s understanding of the child as well as the professional judgement of the Health Visitor.
- Health Visitor records the updates and actions in the Red Book (Parent Child Health Record).

**Step 3 - with NO health or child development concerns**

For children attending an EY provision, the Health Visitor will encourage parents to share and discuss the review with the Provider.

For children NOT attending an EY provision, the Health Visitor will promote the benefits of registration and attending a setting including Two-Year Funding eligibility.

**Step 3 - with SOME health or child development concerns**

Health Visitor to take following actions:

1. Discuss concerns with parents and carers, including their views and any updated comments from the EY Provider, if available.
2. Agree with parents and carers any further actions, next steps, and possible referrals.
3. If ‘CONCERNS’ were highlighted from the provider, via the email hub, discuss the purpose of possible contact and integrated working between family, health, and education. Written consent as per policy.
4. For children NOT attending an EY provision, the Health Visitor will promote the benefits of registration and attending a setting including Two-Year Funding eligibility.

**Step 4**

Health Visitor follow up actions:

1. Health Visitor agrees next steps with parents and carers, and shares progress and updates with EY provider. This may include making referrals to partner agencies or services.
2. Health Visitor arranges follow up contacts with parents, carers, and child, to re-assess progress until actions and outcomes achieved.
3. Derbyshire Health Visiting team to complete the 3year preschool check.

## Glossary:

**ASQ (Ages and Stages Questionnaire)** - The ASQ is a child development questionnaire for parents to complete prior to the Health Visitor assessment of their child. The ASQ recognises that parents know their child and enables parents to work in partnership in the assessment of their child.

**CiC** - Child in Care.

**COETL** - Characteristics of effective teaching and learning; practitioners must reflect on the different ways that children learn and on the different rates at which children are developing.

**EAL**- English as an Additional Language

**ECaT** - Every Child A Talker

**ECaM** - Every Child a Mover

**EYFS** - Early Years Foundation Stage

**PEP** - Personal Education Plan. Every Child in Care who is of statutory school age or attends early years provision (setting or childminder) has a termly meeting to discuss their progress. This is written in their Personal Education Plan. For more information, please contact Virtual School.

**SALT** - Speech and Language Therapist or Therapy

**SENCO** - Special Educational Needs Coordinator

**SEND** - Special Education Need and Disability

**10 Keys**- Derbyshire's Ready for School initiative. See 'Working Together to be ready for school' documents online.