

Guide to Completing the Progress Check at Age Two

In this section detail any professionals who are supporting the child, such as the area SENCo, health visitor, speech and language therapist.



Early Years Foundation Stage

Progress check at age two

Name:	Date:	DoB:	Age: (in months)
Date started at the setting:	Sessions per week:		
Setting Name:	Contact Number:		
Other settings I attend (if applicable):			
Other professionals who help me are: Provide name, job title and contact details			

Characteristics of effective learning (Learning and Cognitive Development)
Playing and exploring, Active learning, Creating and thinking critically

Communication and Language
Listening and attention, Understanding, Speaking

Listening and attention					Understanding					Speaking				
0-11	8-20	16-26	22-36	30-50	0-11	8-20	16-26	22-36	30-50	0-11	8-20	16-26	22-36	30-50
E = Emerging -just accessing a few elements within this age and stage D = Developing -accessing a large number of elements within this age and stage S = Securing -competent in most elements of this age and stage														

In this section reflect on the different ways the child learns and accesses the environment through the characteristics of effective learning. Refer to p. 6-7 of the EYFS Development Matters. Include the voice of the child by describing what they like to do.

In this section you should reflect on the observations gathered and make comments that relate to the aspects, highlighting strengths and noting where the child is progressing well. Celebrate what the child can do and identify sensitively any areas where progress is less than expected, ensuring positive language is used throughout.

In this section you need to indicate the developmental stage for each of the aspects by using Emerging, Developing or Secure within the age band assessed. You need to use all the information you have gathered to make a 'best fit' judgement. When making your judgement it is important that you use the Early Years Outcomes document (DfE) for information and guidance on typical levels of development.

Sections in brackets are areas taken from the Healthy Child Programme (HCP) health and development review completed by the health visitor. This gives information about how the EYFS aspects and health and development review areas interlink.

Learning and cognitive development focuses on the child's dispositions and attitudes towards learning.

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In these sections you should reflect on the observations gathered and make comments that relate to the aspects within the area of physical development and personal, social and emotional development. Refer to p.10-19 Early Years Outcomes (DfE)

Physical Development (Physical Development and self-care) (Physical Health)																	
Moving and Handling																	
0-11	8-20	16-26	22-36	30-50	40-60	Health and Self-Care											
0-11	8-20	16-26	22-36	30-50	40-60	0-11	8-20	16-26	22-36	30-50	40-60						
Personal, Social and Emotional Development <i>Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships</i>																	
Self-confidence and self-awareness				Managing feelings and behaviour				Making relationships									
0-11	8-20	16-26	22-36	30-50	40-60	0-11	8-20	16-26	22-36	30-50	40-60	0-11	8-20	16-26	22-36	30-50	40-60
Next steps to support my learning and development in the setting:						What parents /carers can do to support my learning and development at home:											

Physical development and self-care focuses on the child's learning and development in terms of growth and movement abilities, and self-care skills such as feeding and toileting. Physical health looks at the child's growth against height and weight charts and checks completed by the health visitor for any issues around hearing, vision and dental care.

In this section identify the child's next steps and describe what you intend to do to support their learning and development. Ensure that there is a focus on any areas/aspects in which the child has been identified as not reaching typical development for their chronological age. This should link to the Early Years Outcomes document, but the statements should not be directly taken from the document. Next steps should be unique to the individual child based on their interests, learning styles and development needs.

In this section describe in a parent/carer friendly way what they can do to support their child at home. This may include reading stories, singing songs or more specific ideas such as introducing a cup without a lid. Ensure the ideas also link to the child's next steps in their learning and development.

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<p>In this section write a brief summary outlining a holistic picture of the child's progress. Comment about what they can do and what they like to do.</p>	<table border="1"> <tr> <td colspan="2">This is what my key person in the setting feels about my progress:</td> <td colspan="2">Are there any identified areas where further support is needed? Yes / No</td> </tr> <tr> <td colspan="2">Name: _____ Signature: _____</td> <td colspan="2">If yes, what further support has been agreed?</td> </tr> <tr> <td>Date: _____</td> <td></td> <td>EHA</td> <td>Yes / No</td> </tr> <tr> <td>Agreed by Manager/Leader: _____</td> <td></td> <td>Graduated approach</td> <td>Yes / No</td> </tr> <tr> <td></td> <td></td> <td>Health Visitor</td> <td>Yes / No</td> </tr> <tr> <td></td> <td></td> <td>SEND</td> <td>Yes / No</td> </tr> <tr> <td></td> <td></td> <td>EAL</td> <td>Yes / No</td> </tr> <tr> <td></td> <td></td> <td>Other</td> <td>Yes / No*</td> </tr> <tr> <td></td> <td></td> <td colspan="2">*Please provide further information within the additional information section.</td> </tr> <tr> <td></td> <td></td> <td colspan="2">Date to be reviewed: _____</td> </tr> <tr> <td colspan="4">This is what my family feels about my progress:</td> </tr> <tr> <td colspan="4">Parental consent: I give my consent for this form to be shared with other professionals involved with my child.</td> </tr> <tr> <td>Name: _____</td> <td>Parent/Carer</td> <td>Signature: _____</td> <td>Date: _____</td> </tr> <tr> <td colspan="2">Designation of 0-19 Practitioner - Job Title: _____</td> <td colspan="2">Contact number: _____</td> </tr> <tr> <td>Name: _____</td> <td></td> <td>Signature: _____</td> <td>Date: _____</td> </tr> </table>	This is what my key person in the setting feels about my progress:		Are there any identified areas where further support is needed? Yes / No		Name: _____ Signature: _____		If yes, what further support has been agreed?		Date: _____		EHA	Yes / No	Agreed by Manager/Leader: _____		Graduated approach	Yes / No			Health Visitor	Yes / No			SEND	Yes / No			EAL	Yes / No			Other	Yes / No*			*Please provide further information within the additional information section.				Date to be reviewed: _____		This is what my family feels about my progress:				Parental consent: I give my consent for this form to be shared with other professionals involved with my child.				Name: _____	Parent/Carer	Signature: _____	Date: _____	Designation of 0-19 Practitioner - Job Title: _____		Contact number: _____		Name: _____		Signature: _____	Date: _____	<p>In this section indicate 'Yes or No' If the answer is 'Yes' you will need to indicate what support has been agreed. For instance, you may recommend that the parent/carer visits their GP or health visitor for advice or you may ask for written permission to contact the area SENCo. It is important that support and help is sought at this stage. Agree a review date with the parent/carer.</p>
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<p>In this section write your full name, signature and the date of completion. Manager/leader also signs to say they agree the content.</p>	<p>In this section you should ask the parent/carer what they feel about their child's learning and development. You can either ask the parent/carer to complete this section or you could offer to make some comments on their behalf. *Remember the need for sensitivity*</p>	<p>This section must be completed by the person completing the child health check (0-19 Practitioner). Ask the parent/carer to request 0-19 Practitioner signs and dates the report to indicate that it has been shared and read.</p>	<p>In this section you must get the parents/carers signature. You must not share this report without it.</p>																																																											

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This section is optional and can be used by **anyone** who wishes to record additional information about the child.

The parents/carers may wish to explain their view point on their child. The health visitor may want to share some additional information following the child's health and development check.

The key person may wish to describe in more detail particular aspects of the child's learning and development.

A speech and language therapist may describe the impact following several speech and language sessions

Note: this section can be left blank.

Additional information:

In partnership with 

Entrust early years have been working with Staffordshire County Council and Health Visitors to successfully introduce an integrated two-year review. This document illustrates this commitment to working in partnership ensuring together we provide a fuller picture of a child's development at age two, and, where appropriate, to identify additional support to promote a child's future healthy development.