

## Policy and Parental Guidance for the Progress Check at Age Two

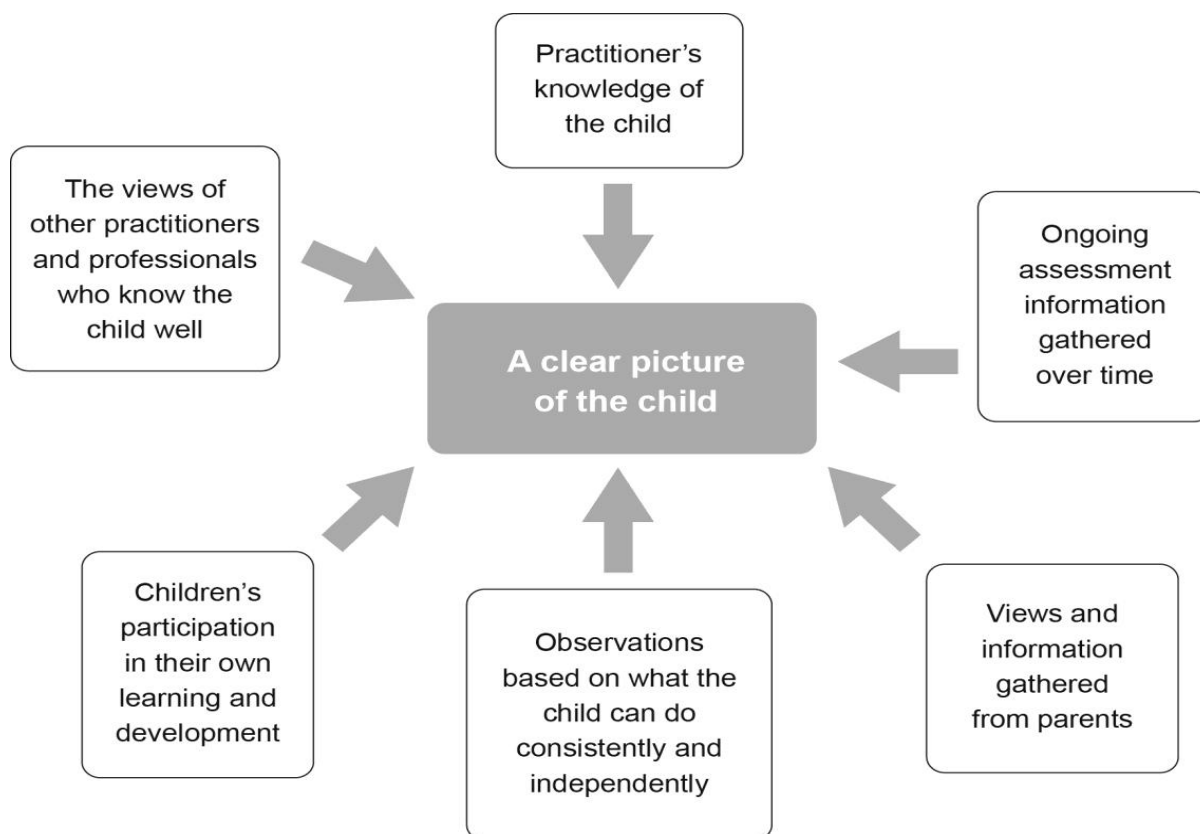
### **Purpose**

There is a statutory requirement to complete a “short written summary of every child’s development in the three prime areas of learning, namely Personal, Social and Emotional Development; Physical Development; and Communication and Language, when the child is aged between 24-36 months.”

The purpose of this check is to give parents, hopefully alongside the health check, a clear picture of their child’s development by reviewing their development. We hope parents take this summary to the health check appointment.

It will also most importantly be used to identify any developmental concerns and seek a united approach to supporting the child. We believe early intervention is important and most beneficial for the child. It will also support the practitioners in giving them understanding of the child’s needs and how to support them.

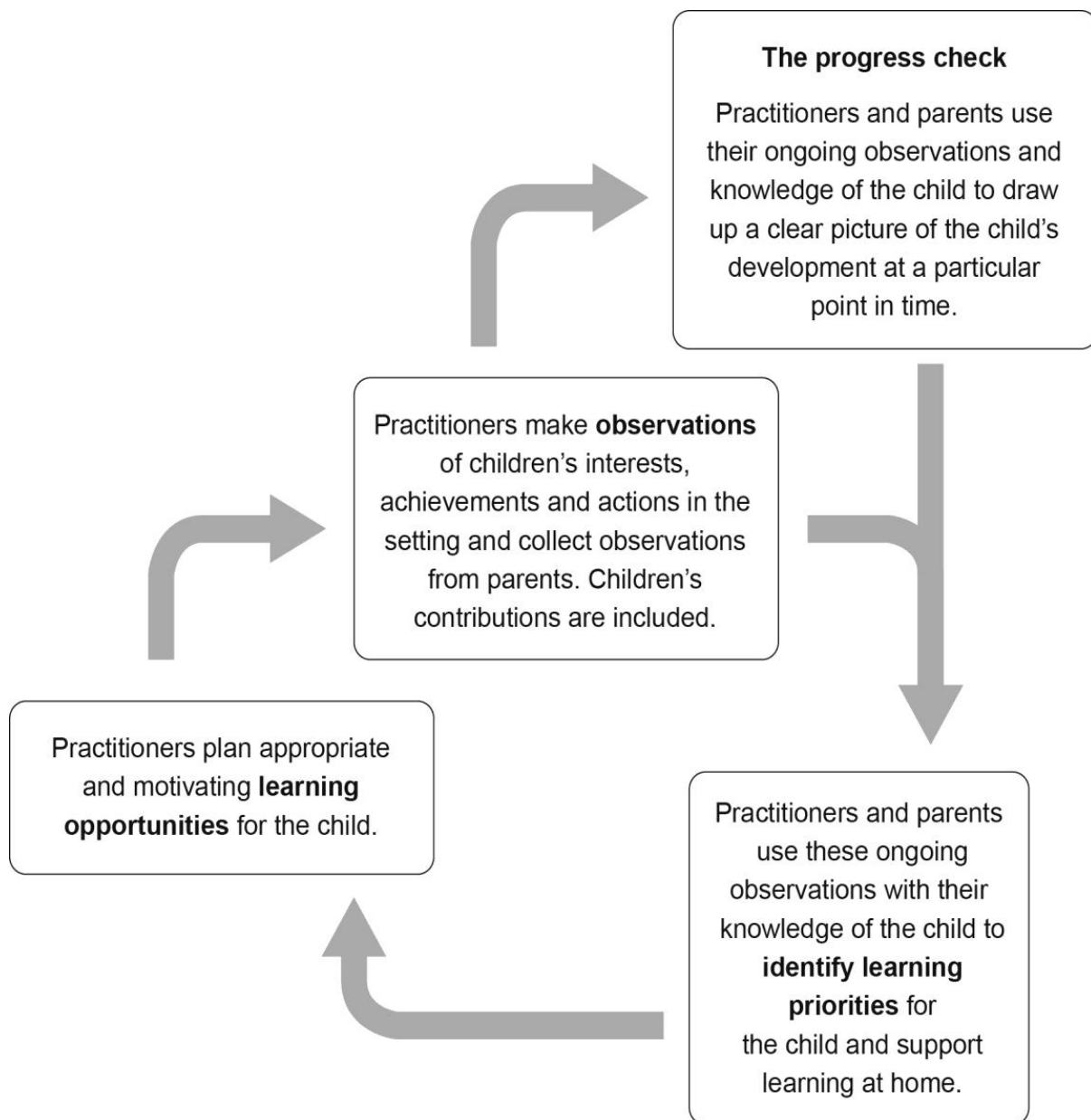
### **Principles for the progress check**



### **The Summary / report.**

The summary or 'Progress Check at two' will be completed by the child’s key person and it will be based on on-going observational assessment, that is carried out as part of everyday practice within the nursery. It is based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.

The progress check is underpinned by high quality on-going observational assessment. This can be shown as a cycle:



If your child has just moved to a new room or setting it will be completed by the practitioner who knows the child best and has spent most time with. Of course, other key practitioners' views will be taken into account and their observations used to inform the summary.

The progress check will be completed as soon after the child turns two as is possibly and suitable, and wherever possible this should be completed prior to the health check. We will liaise with parents before it is completed to ensure best timing. For example, if a child has been on holiday for a long period, or they have a new sibling or have only just started just, then we can be flexible and delay the summary. Similarly, if your child only attends a small number of sessions in any setting, the timing may be delayed to ensure the practitioner completing has a clear picture.

If your child attends more than one setting, the setting where the child spends most time is the setting who are responsible, but all professionals involved should contribute.

If your child arrives having attended another setting, we would welcome seeing the summary or if it is not completed and your child is between 2 and 3 we will complete one shortly after they have settled in, instead of the on entry/ starter summary.

If your child has other professionals who work with them, their views will be included in the report. (See the section below on supporting children with SEN or where there are concerns)

Likewise, children's views are taken into account as we evaluate activities and listen to children. These will be incorporated into the report by the practitioner.

A copy of the summary should be placed on the child's file in the office and in the EYFS folder.

### **How parents are involved and informed**

At Little Cherubs we recognise that parents have a unique knowledge about their children. We wish to work in partnership, including in completing this summary with parents.

The summary will reflect on children's interests and what they enjoy doing; it will make a summary about their development in the three prime areas and practitioners will assess the age or stage the child demonstrates in the nursery. It will reflect strengths where the child is progressing well as well as identify areas where progress is less than expected. It should provide a 'picture' of the child as a learner, reflecting the child's individual personality and characteristics. It will cover what the child has just learnt, any new words and language structures emerging and patterns in play and exploration.

This summary will be reviewed by the manager and then the key person will discuss it with parents at a meeting, where parents view's and comments will be incorporated into the summary.

Together practitioners and parents can then decide on the most appropriate ways to support the child in making their next developmental steps, both at home and in the nursery setting. Together you can also decide if any additional support needed. This will be recorded on the summary.

Sometimes Little Cherubs Nursery will want to share the information on the summary with other professionals and we will ensure your agreement on this.

We strongly recommend that parents take this summary to their child's health check.

### **Supporting children where practitioners have concerns or identified Special Educational Needs**

The progress check can be a useful part of the early identification process. Any concerns about a child's development should be discussed with the setting leader or manager and/or the setting's SENCO.

Every child is unique and their developmental progression from birth to five across the prime and specific areas of learning will follow an individual path.

At any one point in time a child may appear to be more developed in some areas than in others. Likewise, periods of rapid development in one area may be followed by a slower rate of development for a period of time.

It is therefore very important that practitioners are sensitive to and parents are aware of these factors if they observe that a child appears to be developing at a slower pace in any area. This does not necessarily point to a deficit or specific need in that area, but may simply be the developmental status of the child at that point in time. Practitioners will find it helpful to observe further and gather additional evidence alongside seeking further support from their setting manager, support officer and/or SENCO.

If there are concerns about a child's development in any particular area then the practitioner and the child's parents, in discussion with the setting manager and/or the SENCO, may agree to draw up

a plan to meet the child's needs within the setting and at home, then carry out a further review at an agreed date. This may include the need to work with other agencies.

All children are entitled to the full provision of the EYFS, regardless of any identified disability or special educational needs.

If a practitioner is preparing a progress check for a child with an identified disability, medical need or special educational need then practitioners agree with parents how the views and contributions of those professionals can be sought.

Where families complete a 'Family file' which records information about their child, the appointments they have and information they gather from professionals or an 'Early Support Developmental Journal' which tracks their child's progress, practitioners might find it helpful to refer to these documents, so should enquire with parents about these before completing the summary. A copy of the completed progress check should be placed in the 'Family File', as well as the settings file and the EYFS folder.

- All policies are reviewed at least annually. This is an essential policy as it covers a statutory duty in the EYFS. This policy was reviewed in November 2022 by Kayleigh Wadsworth
- This policy meets the EYFS Statutory Framework Section 2- 2.3, 2.4 and 2.5.