

Guidance for professionals completing the North Lincolnshire statutory EYFS Integrated 2 year old assessment from September 2021

History and overview:

In September 2012, the DfE introduced a statutory assessment ('progress check') at aged two for all children attending an Ofsted registered early years setting or school in England. From September 2015, local authorities, health visiting teams and early years providers were expected to bring together the 2 year old assessment completed as part of the 'Health Child' programme and EYFS assessment for young children aged 2 to 2 and a half. Integrating the two assessments, and completing these with the child's parents and carers provides the best opportunity for gaining a complete and holistic picture of the child, their health, learning and development, including any areas that they may need further support with.

The rationale for the integration was to:

- Identify the child's progress, strengths and needs in order to promote positive outcomes in health, wellbeing, learning and behaviour
- Facilitate intervention and support for children and their families, especially those for whom progress is less than expected
- Generate information which can be used to plan services and contribute to the reduction of inequalities in children's outcomes.

(DH and DfE joint Integrated Review Development Group January 2012)

In North Lincolnshire there is an **integrated approach** to completing the 2 year old assessment. Wherever possible, the assessment should be completed in a physically integrated way, with the child's early years key person or childminder and health visitor or community nursery nurse completing this together with the parents. Where this is not possible, the assessment should be virtually integrated with discussion between the early years providers and health visiting team.

Early years settings are encouraged to complete the review around 2 years and 4 months to support this integrated model. A template format is shared with all local early years providers and a link is attached below.

Early Years Foundation Stage (EYFS) Statutory Framework, 2021

2.4. When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the **child's strengths, and any areas where the child's progress is less than expected**. If there are **significant emerging concerns**, or an identified **special educational need or disability**, practitioners should develop a **targeted plan** to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

2.5 Beyond the prime areas, it is for the practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child. The summary must highlight: **areas in which the child is progressing well**; areas in which some **additional support might be needed**; and focus particularly on any areas where there is a **concern that a child may have a developmental delay (which may indicate a special educational need or disability)**. It must describe the **activities and strategies the provider intends to adopt to address any issues or concerns**. If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time. Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home.

Current process for completing the integrated 2 year old review— EYFS

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support (Early Years Foundation Stage (EYFS) Statutory Framework, 2021)

Effective assessment requires practitioners to both understand typical child development and have a good knowledge of the individual child and family. Accurate assessment is vital and can help to highlight whether a child would benefit from some additional support or has a special educational need or disability.

The most important thing is that you know the child well. Draw upon your their knowledge of the child and their own expert professional judgement to complete the EYFS progress check.

A flow chart explaining the procedure for completing the Integrated 2 year old assessment can be found [here](#).

The EYFS 2 year old assessment template are shared digitally and can be downloaded [here](#).

Guidance for completing the 2 year old summative assessment is on the following page, here you will find useful tips and guidance for each section. For more support and guidance please contact a member of the Early years Team (01724 296650)

Deciding whether a child is at the expected stage of development:

Equality of opportunity is at the heart of the EYFS, ensuring that every child is included and supported. The statutory requirements of the EYFS, underpinned by the four guiding principles, should shape practice for all children in early years settings and schools. All children, including those with SEND, must have access to high quality care and a broad and ambitious curriculum to support their learning and development and enable an effective home learning environment. This supports the North Lincolnshire vision for every child to have the very best start.

As well as the 3 prime areas, the North Lincolnshire 2 year old assessment encourages you to think about how children demonstrate the characteristics of learning. These are integral to learning and development and flow through all areas of learning. There is also space to note significant learning in the specific areas.

Children's development usually progresses following typical pathways. However, these pathways and associated age ranges are broad and in reality children's development is not always neat and tidy. Some children need more time to practice before moving on in their learning and development. Sometimes their development may speed up, and other times it may slow down. For some children they may progress more rapidly in one area of learning than another. Some children will benefit from additional support in one or more areas at times during their early years.

To help you understand whether a child's learning and development is broadly in line with their age, you should draw upon your professional understanding of children's development. It can be helpful to consult guidance such as [Development Matters](#), [Birth to Five Matters](#) or other child development publications. You may find the *assessment checkpoints* (see below) within Development Matters useful to know when a child is showing typical development for their age.

Some children will already have a special educational need or disability identified and be on the graduated approach. For these children the North Lincolnshire 1—10 continuum can be useful in thinking about children's development and what they may need next. Please discuss with the early years SENCO team.

Where there is a need for further support, it is important to have sensitive dialogue with parent, involving them in the discussion about their child and their progress, what may support their next and how they can help their child at home.

The 2 year old assessment needs to celebrate the unique child's strengths. However, as Development Matters (2020) reminds us

- *When children are at earlier stages of development than expected, it is important to notice what they enjoy doing and also find out where their difficulties may lie.*
- *They need extra help so that they become secure in the earlier stages of development. It is not helpful to wait for them to become 'ready'.*
- *If children are at risk of falling behind the majority, the best time to help them to catch up and keep up is in the early years. All children learn more in the period from birth to five years old than any other time in their lives. Every child can make progress, if they are given the right support.*

Health colleagues, like health visitors or speech and language therapists, offer vital extra support to this.

Most children will make good progress within a high quality early years provision at universal level. In North Lincolnshire we use the support offer below, (pages 4—6) including the graduated approach, to support with early identification and making sure that all families are enabled and children get the right support at the right time, within the One Family Approach principles. Where children's development is not generally as expected for their age, please use this to guide your next steps.

We ask you to seek consent to share the information contained in this assessment to be shared with other professionals for example specialist support services, early years provision, family support and other health services, to support the child's health, learning and development as part of the North Lincolnshire 'One Family Approach'. **You can contact the early years team at any time for support.**

Development Matters (2021) checkpoints:

The observation checkpoints can help you to notice whether a child is at risk of falling behind in their development. You can make all the difference by taking action quickly, using your professional judgement and your understanding of child development. By monitoring the child's progress more closely, you can make the right decisions about what sort of extra help is needed. Through sensitive dialogue with parents ('parent' is used throughout this document to refer to parents, carers and guardians), you can begin to understand the child better and also offer helpful suggestions to support the home learning environment (DfE Development Matters 2020)

PSED:

Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?

Between 2 and 3, does the child start to enjoy the company of other children and want to play with them?

Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Physical development:

Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?

Note: Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals, and jump on soft-play equipment.

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor.

Communication and Language development (EYFS checkpoints and ELIM observations):

Around the age of 2, can the child:

- Take turns when communicating, non-verbally and using single words (12 month checkpoint, ELIM observation 4*)
- Show 'communicative intent' - Point to things and use gestures to show things to adults and share interests (12 month checkpoint, ELIM observation 1*)
- Understand many more words than they can say – between 200–500 words? (including when the context is not obvious) (ELIM observation 5*)
- Understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing (including when the context is not obvious) (ELIM observation 5*)
- Use **up to** 50 words? (*ELIM—minimum of 17)
- Begin to put two or three words together e.g. “more milk”? (ELIM observation 3*)
- Frequently ask questions, such as the names of people and objects?
- Show an interest in what other children are playing and sometimes joins in?

*Note: watch out for children whose speech is not easily understood by unfamiliar adults (*ELIM observation 2) Monitor their progress and consider whether a hearing test might be needed.*

If the child is failing to demonstrate the above, you should consider further support for the child and family. Please discuss with the Communication and Language development officer or Early Years SEND team member.

You should consider referral to specialist speech and language therapy where the child has less than 17 words and is not:

- Demonstrating communicative intent (ELIM observation 1*)
- **Or** Is not able to understand what is being said to him/her when an adult asks them something which is NOT obvious from the context (ELIM observation 5*)
- **Or** attention is fleeting (flits from one thing to another)

PLEASE CONTACT THE COMMUNICATION AND LANGUAGE DEVELOPMENT OFFER TO DISCUSS THIS IN THE FIRST INSTANCE.

***PHE / DHSC / DfE (2020) Early Language Identification Measure (ELIM):**

The Early Language Identification Measure (ELIM) will be rolled out in North Lincolnshire from the end of 2021 onwards. The ELIM observations and EYFS checkpoints are aligned to support integration.

The child’s health visitor or community nursery nurse is responsible for completing the ELIM; however as part of the integrated assessment discussion, you should reflect fully on your observations and assessment of the child’s listening and attention, understanding and early language.

Further support and information will be available regarding the ELIM in the Autumn Term 2021 and into 2022.

**Child working below age related expectations— SEND support offer
(including graduated approach)**

Universal offer

Equality of opportunity is at the heart of the EYFS, ensuring that every child is included and supported. The statutory requirements of the EYFS, underpinned by the four guiding principles, should shape practice for all children in early years settings and schools. All children, including those with SEND, must have access to high quality care and a broad and ambitious curriculum to support their learning and development and enable families to provide an effective home learning environment. This supports the North Lincolnshire vision for every child to have the very best start.

<p align="center"><u>Targeted – preventative support offer – minor delay</u></p> <p>Below age related expectations. More support required*</p>	<p align="center"><u>Targeted support offer – clear delay</u></p> <p>Graduated approach - targeted support with a setting outcome plan</p>	<p align="center"><u>Specialist support offer</u></p> <p>Graduated approach - Significant and / or complex delay – outcome plan and specialist support</p>
<p><u>All of universal offer and:</u></p> <p>Discuss with EY SENCO or Communication and Language DO for general advice and support strategies.</p> <p>Liaise with wider colleagues (e.g. HV, children's centre) as necessary.</p> <p>Informal EH discussion may take place if beneficial.</p> <p>Implement support and strategies over and above universal.</p> <p>Review progress at the end of term.</p> <p><i>*This does not describe a child with a SEND. The focus is on early identification and preventative support where it is identified that this will be useful.</i></p>	<p><u>All of universal / targeted – preventative offer and:</u></p> <p>Early Identification Assessment Summary shared with parents and a plan of action made.</p> <p>Ensure child has an outcome plan with SMART targets and strategies in place.</p> <p>Discuss with EY SENCO team.</p> <p>Build up evidence to make a referral for specialist support (including referral to early years triage).</p> <p>Possible formal EH assessment in place where beneficial e.g. Wider family needs or a referral to early years triage.</p>	<p><u>All of universal / targeted offer and:</u></p> <p>Liaise with specialists and continue to implement strategies as advised.</p> <p>Build up evidence for EHCP request if appropriate.</p>



The 2 year old integrated assessment (including the ASQ, EYFS assessment and ELIM) is an important tool but early identification should be completed as soon as possible.

This is a continuum and boundaries are not fixed

Guidance for completing the Integrated 2 year old assessment summary (EYFS)

Please refer to blue font and thought bubbles for useful tips when completing the summary of progress

Provider Name: (Please state the setting(s) the child currently attends)	Admission Date: (date the child started attending your setting) Funded 2 year old: Yes / No Circle or highlight the correct answer	Hours attended per week at date of assessment:	Attendance: (please calculate how many sessions the child has attended for example if they have attended 25/50 sessions, this would be 50%)
Child's name	DOB: Age in months at time of assessment:	Date of assessment:	
Address	Postcode	Virtual/physical (circle or highlight) (Virtual is when you have made contact with the health visitors and parents separately) Physical is when the parents, health visitor/CNN meet together with the child's key person)	
Involvement with other agencies? (e.g. Children's Centres, SaLT, Portage, HV / CNN support - please state)		NHS number (This can be found in the child's red health book, from their GP, on prescriptions/prescribed medication.	
EAL: YES / NO (Please tick yes if the child is exposed to a language other than English at home)	If EAL, what language is the child exposed to at home?	Preferred Language:	

Personal, Social & Emotional Development

PSED is crucial for children to lead healthy and happy lives, it is fundamental for cognitive development. Strong, warm and supportive relationships with adults enables children to learn and understand their own feelings and those of others.

How does the child show awareness of other children?, Do they prefer to play alone, watch other children's play, play alongside or with other children and adults? Do they have any special friendships?	How does the child use and explore the environment? What preferences are they showing in their play and routines?	How does the child manage simple changes to usual routines, supported by their trusted key person?	How does the child contribute to and manage their personal care needs, for example handwashing, feeding and dressing?	How does the child express and manage their feeling and emotions, and show understanding of some boundaries and expectations
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Expected stage of development: Yes / No - provide additional support (please circle)
 (please either highlight or circle 'yes' if the child is working at their age related expectation for PSED or if more support is required please highlight or circle 'more support required')

Communication and Language Development

The development of children's spoken language underpins all 7 areas of learning and development. Children's back and forth interactions from an early year form the foundations for language and cognitive development. The number and quality of the conversations children have with adults and peers throughout the day in a language rich environment is crucial.

How does the child communicate their thoughts, feelings and preferences?	Give some examples of the typical sounds, words and sentences the child uses in everyday play and routines.	Describe the child's typical understanding, for example, how they respond to simple questions / instructions	How well is the child able to listen and give attention (for example when sharing stories, rhymes, during play, short activities and games?)	How does the child show you they want to communicate (e.g. seeking out an adult, pointing, share interests)? Do they take turns when communicating?
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Expected stage of development: Yes / No - provide additional support (please circle)
 (please either highlight or circle 'Yes' if the child is working at their age related expectation for C&L or if more support is required please highlight or circle 'more support required').

Physical Development

Physical development is vital for children's all round development, enabling them to pursue happy, healthy and active lives. Gross motor and fine motor experiences develop in stages throughout early childhood, starting with sensory exploration and the development of a child's strength, co-ordination and positional awareness.

Describe the way the child moves their whole body e.g. running, crawling, swinging, climbing. How do children demonstrate their developing strength, sense of space, co-ordination and	How do children use large equipment e.g. balls, blocks, planks, spades, wheelbarrows, wheeled toys?	Share observations about the child's fine motor movements and hand eye co-ordination. How do they use tools and small equipment e.g. mark making tools, glue sticks, dough tools, blocks, con-	Think about how children use large and small motor movements to complete tasks independently for example, pouring a drink, putting on their shoes and socks.
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Expected stage of development: Yes / No - provide additional support (please circle)
 (please either highlight or circle 'yes' if the child is working at their age related expectation for Physical development or if more support is required please highlight or circle 'more support required')

Child's Name:	
<p>Specific areas: (e.g. related to the how the child learns or the specific areas of learning – literacy, mathematics, understanding the world, expressive art and design)</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%; border: 1px solid black; border-radius: 50%; padding: 5px; font-size: 0.8em;">Share how the child uses maths language in play, for e.g.1,2,3, big, under, lots</div> <div style="width: 30%; border: 1px solid black; border-radius: 50%; padding: 5px; font-size: 0.8em;">Consider how the child explores and responds to nature and people around them.</div> <div style="width: 30%; border: 1px solid black; border-radius: 50%; padding: 5px; font-size: 0.8em;">How does the child engage with books, songs and rhymes, show their creativity and imagination?</div> </div>	<p>Characteristics effective learning:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%; border: 1px solid black; border-radius: 50%; padding: 5px; font-size: 0.8em;">How does the child explore their environment and investigate new things</div> <div style="width: 30%; border: 1px solid black; border-radius: 50%; padding: 5px; font-size: 0.8em;">Consider how the child uses different strategies to achieve their goal, corrects mistakes and perseveres at tasks</div> <div style="width: 30%; border: 1px solid black; border-radius: 50%; padding: 5px; font-size: 0.8em;">How does the child show their own interests, ideas and fascinations, solve simple problems and try different ways to do things?</div> </div>

Capturing the child's voice:	
<p>Here are some things that I am good at:</p> <p style="font-size: 0.8em; color: #4F81BD;">Use your observations of the child to share the things that the children does well, this maybe something which you or the parents have observed.</p>	<p>Here are some things that I like to do:</p> <p style="font-size: 0.8em; color: #4F81BD;">Think about which areas you often find the child playing in, any particular pieces of equipment or resources the child likes to use, any particular interests or fascinations, special friendships or adults they like to spend time with.</p>

Next steps to support learning are:	
<p>At the provider / childminder:</p> <p style="font-size: 0.8em; color: #4F81BD;">Share the next steps which you are focusing on in the setting. Remember, children do not development in a linear way. Their development is more like a spiders web than a ladder. You may wish to include a few of the child's next steps here and how you will support these.</p>	<p>At home: (to be completed in discussion with key person)</p> <p style="font-size: 0.8em; color: #4F81BD;">Next steps at home are likely to complement the next steps the child is working on in the provision and vice versa. Remember to use parent friendly language and share simple tips explaining how the parents can support their child's learning in the home too, for example, simple activities and games the family could complete together.</p>

Is the child's development generally as expected for their age? (Please tick)			
Yes	Provide additional support - targeted preventative	Provide additional support - targeted	Provide additional support—refer to triage / refer to speech and language therapy Specialist services already involved—please identify:

Follow up required: Yes/No

<p>Parent's/carer's comments:</p> <p style="font-size: 0.8em; color: #4F81BD;">Please encourage parents to share their comments, offer support if required for example if the parent would prefer you to scribe for them.</p>
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My child's EYFS assessment has been discussed with me and I have been given a copy of this. I understand that a copy of this assessment has been retained securely within my child's EYFS record of progress and that a copy will be shared with and stored by North Lincolnshire Council in line with GDPR requirements outlined in the [Early Years, Early Education, SEND and Statutory Assessments privacy notice](#) and forwarded to my child's health visiting team. I am happy for information contained in this assessment to be shared with other professionals for example specialist support services, early years provision, family support and other health services, to support my child's health, learning and development as part of the North Lincolnshire 'One Family Approach'.

Parent's signature (with parental responsibility*): (If this is completed electronically please ask the parent / carer to provide a short email to you copying and pasting their agreement to the above statement. This should be then be emailed (with parent's email address removed) to the early years team along with this form).
 (For separated parents, please consider if 2 copies are required, one copy for each parent)
 *Please note that for looked after children (LAC) PR may vary—please discuss with the child's social worker.

Name of Key persons name completing the summary: (Please print clearly)

Key person signature:	Date:
Managers signature: (For childminders this will likely be the same as the key person)	Date:

Has the parent/carer received a copy of EYFS integrated 2 year old assessment? (please tick to confirm) <input style="width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/>	Has the provider received a copy of the ASQ and ELIM? (please tick to confirm) <input style="width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/>
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