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| **Health Check**  **(ASQ-3):**  **Date:** | **Communication:** | **Gross motor:** | **Fine motor:** | **Problem-solving:** | **Personal social:** |
| White / Grey / Black | White / Grey / Black | White / Grey / Black | White / Grey / Black | White / Grey / Black |
| On schedule/monitor  with on-going contact with  PHN (Public Health Nurse) | On schedule/monitor  with on-going contact with  PHN (Public Health Nurse) | On schedule/monitor  with on-going contact with  PHN (Public Health Nurse) | On schedule/monitor  with on-going contact with  PHN (Public Health Nurse) | On schedule/monitor  with on-going contact with  PHN (Public Health Nurse) |

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| **Child’s name: Child’s age:\_\_\_\_\_(months) Progress Check completed (date):** | | | | |
| **Developmental level within prime areas of learning & development:** | **Communication & language:**  *How am I speaking and listening? How are the adults helping to develop my communication?* | **Personal, Social and Emotional Development:**  *How am I playing with other children, starting to share and take turns, and getting more independent? How are the adults helping me when I am sad, angry or feeling shy?* | | **Physical Development:**  *How am I using my large muscle and small muscle skills? How are the adults helping me to be physically active and developing my co-ordination?* |
| This is how my early years practitioner is going to help me: | | This is how my parent or carer is going to help me: | |
| **Characteristics of**  **effective learning**  **how your child learns:** | **Playing and exploring:** Finding out and exploring, playing with what they know, being willing to ‘have a go’.  **Active learning:** Being involved and concentrating, keeping on trying, enjoying achieving what they set out to do.  **Creating and thinking critically:** Having their own ideas, making links, choosing ways to do things. | | | |
| **Parents’**  **comment:** | **Including child's interests:**  **Parents’/carers’ signature:**    **Date:** | | | |

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| **Child’s name: DoB: Starting date at setting: Sessions attended each week:** | | | |
|  | **Communication & Language:** | **Personal, Social and Emotional Development:** | **Physical Development:** |
| **Around**  **18 months:** | Listens and responds to a simple instruction like: “Adam, put on your shoes?”  Understands lots of different single words or signs and some two-word phrases, such as “give me” or “shoes on”. | Increasingly curious about their world and wanting to explore it and be noticed by you.  Plays with increasing confidence on their own and with other children because they know their key person is nearby and available. | Can pick up something small with their first finger and thumb [pincer grasp].  Walks independently. |
| Uses a range of adult like speech patterns (jargon) and at least 20 clear words or signs. |
| **Around 2 years old:** | Can understand many more words than they can say – between 200-500 words.  Can understand simple questions and instructions e.g., “where’s your hat?” | Shows an interest in what other children are playing and sometimes joins in.  Starts to see themselves as a separate person e.g., they decide what to play with, what to eat, what to wear.  Grows in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. | Starting to use the stairs independently [holding on to a rail or wall, two feet to a step].  Sits on a push-along wheeled toy [propels vehicle forward with feet on the floor].  Can run well, kick a ball, and jump with both feet off the ground at the same time. |
| Frequently asking questions, such as the names of people and objects.  Can use up to 50 words.  Beginning to put two or three words together “more milk”. |
| **Between the ages of 2 and 3:** | Follows instruction with 3 key words or signs e.g., can you wash dolly’s face? | Starts to enjoy the company of other children and wants to play with them.  Develops friendships with other children.  Can sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’ (around the age of three). | Use large and small motor skills to do things independently, for example pour drinks.  Can climb confidently, catch a large ball, and pedal a tricycle (around the age of three).  **Reference:** Development Matters (2023) |
| Can use around 300 words, including descriptive language. They use words for time (e.g., ‘now’ and ‘later’), space (e.g., ‘over there’) and function (e.g., they can tell you a sponge is for washing).  Links up to 5 words together.  Uses pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not be used correctly to start with. |



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| **Level 3:**  Support is required to support a child with **severe, complex needs**. | |
| **Needs:** | **Actions by setting:** |
| * Severe delay in one or more areas of development, requiring significant adaptations to the environment and curriculum. * Severe social and emotional difficulty requiring adaptations. * Complex medical need and/or profound and multiple learning difficulties. * Severe sensory loss. * LAC | * Contact SEN Team for support if child is joining your setting with identified needs. * Support parents to get referral to Paediatrician through Public Health Nurse (PHN) or GP. * Request support from Early Years (EYs) team. * Have EYs SEN support plan or action plan around behaviour/emotional wellbeing/ Early Help. * Have planned transition programme to move into new rooms and into school. * Follow advice from other agencies. * Consider applying for additional funding if no EHCP. * Have a risk assessment or care plan for the child with health or sensory needs. |

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| **Level 2:**  Support is required to support a child with a moderate level of need where the child is not making expected progress in **more than one** of the prime areas and is **known to other agencies** or setting is working with parents to make referrals. | |
| **Needs:** | **Actions by setting:** |
| * Learning, social, or emotional need, that requires an Early Years SEN support plan. * Behaviour impacting on child accessing learning and the environment. * Long term physical or sensory need. * Diagnosis of medical condition. * LAC | * Document all actions taken by Key Person / SENCo. * Make Support Request to Early Years Team. * Start Early Years SEN support plan or action plan around behaviour/emotional wellbeing/ Early Help. * Involvement of Public Health Nurse (PHN). * Access training. * Refer to other agencies. * Follow advice from other agencies if already involved. * Discuss with SEN team regarding possible referral to Paediatrician through PHN or GP. |

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| **Level 1:**  Support is required to help a child who is not making expected progress in **one** of the prime areas. | |
| **Needs:** | **Actions by setting:** |
| * Some mild delay in one area of development. * Behaviour causing concern. * Some social anxieties. * Children with a recent upset or change in home circumstances. * A medical condition. | * Discuss with parent/carers. * Start Early Years SEN support plan or Action Plan around behaviour/emotional wellbeing/ Early Help. * Implement advice from Health Professionals. * Consider training needs. * Consider Support Request to Early Years Team. |

**AT ALL TIMES SETTINGS TO FOLLOW SAFEGUARDING POLICIES AND PROCEDURES WHERE A CHILD IS AT SIGNIFICANT RISK OF HARM.**

