

Solihull's Early Years SEND Assessment Toolkit

Non-Statutory Guidance - Birth to 4 Years

Assess

Plan

Do

Review

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Tracking progress for children with SEND

How it works?

This assessment tool is to help track current attainment levels for children with SEND using 6 month bandings. The results are judged by how consistently the child is meeting each statement in the age band they are working in.

If a care-giver has concerns regarding a child's development, they can use this tool to assess how reliably the child is meeting milestones which relate to their chronological age or near to this. The tool can then be reviewed at a later date to see if the child has made progress in a predictable way. In addition, as children are assessed in multiple areas of development, the tool can be used to demonstrate which of these areas the child may need additional support in, to better improve their own learning targets and give a fuller understand how the child is progressing. After using the tool, the care-giver will be able to see which age-banding most accurately reflects the child in each of the 5 areas of development which are:

- Personal social and emotional
- Communication and language
- Physical development
- Play
- Independence

How to use this tool:

Start by reading the statements that correlate to the child's current age (if the child is over 42 months, begin in the age banding for 36-42 months)

Tick the box to show how each statement reflects the child's own development, if they frequently and reliably meet a statement, tick "frequently", if the child never is able to achieve the statement, tick "never" and if the child has shown they are able to, but this is not consistent or reliable in their day-to-day behaviour, tick "sometimes". At the end, evaluate the 3 columns and decide which column the child has the most ticks in.

If the child has mainly “frequently” responses in the age band that is relevant to them, then this shows that according to this assessment tool, there are currently no concerns relating to the child’s development. If you continue to have concerns, use the tool to reassess in 3-6 months’ time.

If the child is scoring mainly in the “never” or “sometimes” column, move to the age banding below and re-assess them in this age, until they are scoring mostly “frequently” responses.

Near the end of the document, there is a progress checker to be completed. After completing the assessment for the child, write in each box which age band the child was scoring mostly “frequently” responses, even if this does not correlate to the child’s chronological age. This will provide a baseline assessment which can be reviewed at a later date. It is important to remember to record on this page the date that the assessment tool was completed, and then write down when this will be reviewed, for example, you may choose to review and re-assess after half a term, after one term, or after 6 months etc., depending on your professional judgement and the child’s individual needs.

Where the statements came from?

These statements have been collated from a range of sources which all aim to track and assess early child development, they have been carefully selected, compared, and combined, with the aim of creating one singular working document to assess children in the formative years of their development. Please see the below sources for the statements that have been selected for use within this tool.

- Cherry Garden
- Development Matters
- Early Years Development Journal
- Birth to 5 Matters
- Universally Speaking – The ages and stages of children’s communication development from birth to 5 years

It is important to note that the statements do not follow each other progressively, therefore if the child achieves the first one and not the one following it, it is not an indication of a concern. The results only take into account the number of “frequently”, “sometimes” and “never” statements, regardless of the order in which they were achieved. The statements do not reflect the order that children typically develop the skills.



About Me

How best to help and support
me

I need

Name:

My goals and wishes for
the future

I hope to

I wish to/for

Things I like

I like

What is important about
me?

I need

Things I dislike

I dislike

Personal, Social and Emotional Development

“Children develop at their own rates and in their own ways. These statements and their order should not be taken as necessary steps for all children.”

(Development Matters)

0-6 Months – Personal, Social and Emotional Development

Statements

Frequently

Sometimes

Never

Seeks contact from others and is comforted by touch and familiar voices			
Recognises main carer's voice			
Calms when held, spoken to or sung to			
Likes cuddles or being held			
Looks at faces			
Copies facial expressions and mouth shapes – for example, sticking out tongue			
Smiles at people			
Holds eye contact briefly (3-5 seconds or more)			
Is comforted by touch and by people's faces			
Beginning to recognise and respond to main carer's voice, e.g. face brightens, activity increases when familiar carer appears			

Frequently

Sometimes

Never

6-12 Months – Personal, Social and Emotional Development

Statements

Frequently

Sometimes

Never

Likes cuddles or being held			
Shows a range of emotions			
Is wary of unfamiliar people			
Responds to mirroring			
Shows interest in the activities of others			
Responds to their name and responds to the emotions in voices			
Recognises and is most responsive to familiar carer's voice: face brightens, activity increases when familiar carer appears			
Builds relationships with familiar people			
Looks towards familiar adult for support			
Shows preferences for certain people and toys			

Frequently

Sometimes

Never

12-18 Months – Personal, Social and Emotional Development

Statements	Frequently	Sometimes	Never
Able to self soothe			
Cooperates with care giving e.g. dressing			
Plays alongside others			
Plays cooperatively with a familiar adult			
Seeks to gain attention in a variety of ways, drawing others into social interaction.			
Interacts with others and explores new situations when supported by familiar person.			
Understands 'Yes', 'No' & simple boundaries			
Responds differently to children and adults, may be more interested in watching children than adults or show attention when children talk to them			
Shows interest in the activities of others and looks for the reactions of others			
Increasingly curious about their world and wanting to explore it and be noticed by others			

Frequently Sometimes Never

18-24 Months – Personal, Social and Emotional Development

Statements

Frequently

Sometimes

Never

Responds appropriately to boundaries			
Initiates activity with an adult			
Begins to tolerate sharing when supported by an adult			
Copies a range of actions displayed by adults in familiar routines, in new activities or in play			
Acts out a simple routine in pretend play for example caring for a doll in structured routines			
Beginning to show an interest in the activities of others			
Happily shares new experiences with a number of adults			
When distressed, can usually be distracted by a new activity			
Plays cooperatively with a familiar adult e.g. rolling a ball back and forth			
Beginning to recognise themselves as a separate person			

Frequently

Sometimes

Never

24-30 Months – Personal, Social and Emotional Development

Statements

Frequently

Sometimes

Never

Seeks comfort when needed, e.g. approaching an adult when hurt			
Shows affection for people who are special to them			
Plays alongside others, e.g. parallel playing			
Interested in others' play and starting to join in			
Shows affection and concern for people who are special to them			
Demonstrates sense of self as an individual. E.g. wants to do things independently			
Cooperates with the responsibility of carrying out small jobs including self-chosen jobs and adult initiated jobs			
Imitates the actions of other children at play			
Briefly takes part in turn-taking activities with another child including with adult support			
Can wait for short periods in order to have needs met			

Frequently

Sometimes

Never

30-36 Months – Personal, Social and Emotional Development

Statements

Frequently

Sometimes

Never

Plays with other children and is beginning to share			
Forms a special friendship with another child			
Initiates play, offering cues to peers to join in, such as chasing games			
Demonstrates friendly behaviour, e.g. beginning to turn take			
Separates from main carer well, may require some support			
Expresses own feelings clearly			
Responds to others' feelings, e.g. hugging a friend who is upset, saying sorry, etc			
Understands and cooperates with boundaries and routines			
When upset, is able to find an activity to distract self in order to settle and soothe			
Starting to enjoy the company of other children and want to play with them			

Frequently

Sometimes

Never

36-42 Months – Personal, Social and Emotional Development

Statements

Frequently

Sometimes

Never

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children			
Keeps play going by responding to what others are saying or doing			
Able to initiate conversations, forming good relationships with peers and familiar adults			
Explains own knowledge and understanding, and asks appropriate questions of others			
Takes steps to resolve conflicts with other children, e.g. finding a compromise			
Without support, cooperates with others by sharing or taking turns			
Settles and engages with some activities for a good length of time			
Plays alongside others			
Takes part in pretend play			
Starting to enjoy the company of other children and wants to play with them			

Frequently

Sometimes

Never

Communication and Language

“Each child’s unique history, including their experiences and opportunities, is important as the starting point for supporting their development and learning.”

(Development Matters)

0-6 Months – Communication and Language

Statements

Frequently

Sometimes

Never

Turns toward a familiar sound and locates range of sounds with accuracy			
Listens to, distinguishes and responds to intonations and sounds of voices			
Reacts in interaction with others by smiling, looking and moving			
Quietens or alerts to the sound of speech			
Looks intently at a person talking, but stops responding if speaker turns away			
Fleeting Attention – not under child's control, new stimuli takes whole attention			
Makes sounds, like cooing, gurgling and babbling, to themselves and with other people			
Makes noises to get attention			
Watches faces of those interacting with them, including smiling and laughing when other people smile and laugh			
Gets excited when they hear voices coming, showing their excitement by kicking or waving their arms or making noises			

Frequently

Sometimes

Never

6-12 Months – Communication and Language

Statements

Frequently

Sometimes

Never

Listens to familiar sounds, words, or rhymes			
Make talking noises - babbles strings of sounds, like 'ma-ma-ma', 'ba-ba-ba'			
Starts to understand words like 'bye-bye' and 'up' especially when a gesture is used at the same time			
Recognise the names of familiar objects/people, things like 'cup' and 'bowl', 'teddy' and 'mummy'			
Looks at the person speaking to them or when they hear their name called			
Take turns in 'conversations', pausing while an adult talks and then babbling back as though responding			
Moves whole body to sounds they enjoy, such as music or a regular beat			
Looks at object while holding it – may hand over to someone			
Can bring attention to object, using gesturing e.g. pointing, bringing it to an adult, or using eye gaze			
Beginning to show a response to their name			

Frequently

Sometimes

Never

12-18 Months – Communication and Language

Statements

Frequently

Sometimes

Never

Able to say around 20 words. These are usually things they hear a lot at home or in the setting – such as 'milk', 'doggy', 'hurrah', 'bye-bye', 'more', 'no'			
Says words in a infantile way, but the words are usually consistent in how they sound			
Understands some simple words and short phrases. These are usually things they hear a lot during the day, such as 'coat on', 'drink', 'dinner time', 'all gone'			
Recognise and locate familiar objects when you ask them, may point to the object			
Copy some things that they see adults doing, like saying 'Hello', waving goodbye, blowing kisses etc			
Understand many more words than they can say, including the names of everyday objects like furniture, clothing and body parts			
Follow simple directions or instructions			
Respond to simple yes and no questions			
Starting to join in with music and singing, and sometimes move their body to 'dance' along to music			
Can identify 1 or 2 body parts when named by someone else			

Frequently

Sometimes

Never

18-24 Months – Communication and Language

Statements

Frequently

Sometimes

Never

Use over 50 single words like 'juice', 'car', 'biscuit'			
Starting to put short sentences together with two to three words, such as "more juice" or "bye-bye daddy"			
Asking simple questions such as "what that?", "who that?". They might do this frequently			
Understands between 200 and 500 words			
Understands simple questions and instructions like "where's baby?", "go and get your coat", "mummy's turn"			
Enjoys pretend play with their toys, such as feeding dolly or pretending to drive a car, usually making noises and talking while playing			
Becomes very frustrated when they cannot get their message across, may have tantrums			
Uses simple and understandable pronouns such as me, you and my			
Understands action words (run, jump, hide, sleep)			
Beginning to understand longer instructions such as "make teddy jump"			

Frequently

Sometimes

Never

24-30 Months – Communication and Language

Statements

Frequently

Sometimes

Never

Follows simple/familiar 2 step related directions for example pick up your coat and bring it to me			
Understands simple 'what' and 'where' questions			
Asks lots of questions. They will want to find out the name of things and learn new words			
Has clearer speech, although they will still have some immaturities such as 'pider' instead of 'spider'			
Seeks out others to share experiences/show objects			
Communicates basic needs, likes & dislikes			
Spontaneously names objects			
Uses 2 or 3 word phrases			
Joins in with some familiar rhymes/songs			
Responds to simple instructions in context			

Frequently

Sometimes

Never

30-36 Months – Communication and Language

Statements

Frequently

Sometimes

Never

Listen to and remember simple stories with pictures			
Understand simple 'who', 'what' and 'where' questions			
Follow a range 2 step related directions in context, for example “pick up your coat and go outside”			
Begins to put 4 or 5 words together to make short sentences, such as 'I want more juice' or 'he took my ball'			
Can describe a picture using nouns			
Uses action words such as 'run' and 'fall'			
Refers to something that has happened in the past			
Is able to have a conversation, though they may flit around the topic a bit and be difficult to follow at times			
Responds to simple instructions out of context			
Learns new words very rapidly for communication purposes			

Frequently

Sometimes

Never

36-42 Months – Communication and Language

Statements

Frequently

Sometimes

Never

Follows a range of 3 step related directions for example pick up your coat and go and get teddy and wait by the door			
Listens to longer stories and answers questions about a storybook they have just read			
Understands and often uses colour, number and time related words, for example, 'red car', 'three fingers' and 'yesterday / tomorrow'			
Starting to be able to answer questions about 'why' something has happened, although this still might be at quite a basic level			
Is using longer sentences and starting to link sentences together			
Describe events that have already happened, even if their sentences aren't exactly like adults' e.g. 'we went park'			
Start to like simple jokes even if they don't understand them			
Asks questions using words like 'what' 'where' and 'why'			
Uses tense to describe events in the past, may still make mistakes with tense such as say 'runned' for 'ran' and 'swimmed' for 'swam'			
Attempts to produce a large range of speech sounds, although may still have difficulties with a small number of sounds – for example r, w, l, f, th, sh, ch and j			

Frequently

Sometimes

Never

Physical Development

“Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives.”

(Development Matters)

0-6 Months – Physical Development

Statements

Frequently

Sometimes

Never

When they are lying on their tummy, can raise their head and chest off the floor and begin to look around			
Can sit supported, e.g. by cushions, for short periods			
Can roll from their front onto their back			
Beginning to pivot to left and right while lying on their belly			
Plays with feet and brings feet to mouth when on back			
Reaches for objects using both hands			
Can hold an object in each hand			
Will bring their hands to their mouth			
Opens and shuts hands			
Holds hands together			

Frequently

Sometimes

Never

6-12 Months – Physical Development

Statements

Frequently

Sometimes

Never

Finding own way of exploring whilst on the floor in a variety of ways including wriggling, rolling, crawling on their stomach (commando crawling)			
Starting to sit by themselves for short periods			
Gets from sitting to crawling position			
Crawls forward on belly			
Starting to push up onto their hands and knees and may rock backwards and forwards in this position, in preparation for crawling			
Bangs objects together using both hands (beginning of bilateral coordination)			
Uses a raking grasp to move objects with fingers			
Transfers objects between hands (beginning of crossing midline skills)			
Pokes at objects using their index finger			
Squeezes objects with their fist			

Frequently

Sometimes

Never

12-18 Months – Physical Development

Statements

Frequently

Sometimes

Never

Walks independently but may still have frequent falls			
Stands up from the floor without support			
Squats and stands back up without holding on for support			
Enjoys using push along toys which help improve their confidence in walking such as trolleys, prams etc			
Crawls up a few steps and down the stairs (on belly, feet first)			
Can build a two to three block tower			
Makes random marks on paper when given the right tools			
Attempts to use thumb and index finger (pincer grasp) to pick up smaller objects like Cheerios or a grain of rice			
Can hold 2 objects in one hand			
Can scoop objects with a spoon or small shovel			

Frequently

Sometimes

Never

18-24 Months – Physical Development

Statements

Frequently

Sometimes

Never

Using walking (their feet) as their main way of getting around			
Can walk up and down a couple of steps using 2 feet per step with adult support or by holding onto the wall or handrail			
Will attempt to run at times and can change speed and direction			
Makes attempts to catch a ball with arms and body			
Pushes and pulls large toys/boxes across floor			
Beginning to build towers of four or more blocks			
Will try turning the pages of a book, may turn several pages at a time			
Uses both hands equally to play with and explore toys			
Can string larger-sized beads on to cord			
Scribbles with crayons on paper, attempts to draw lines up, down, and across a page, as well as circular motions			

Frequently

Sometimes

Never

24-30 Months – Physical Development

Statements

Frequently

Sometimes

Never

Makes attempts to kick a large ball but can't always get it where they aim for			
Jumps off the ground with both feet			
Able to run around safely, avoiding objects most of the time			
Climbs easy nursery apparatus but needs supervision to ensure climbing safely			
Climbs up-stairs using two feet per step but will still need to hold for reassurance and safety			
Can build an eight-block tower			
Uses hands to twist things, like turning doorknobs or unscrewing lids			
Picks up small objects such as beads with pincer grasp			
Can turn one page at a time when looking at a book			
Beginning to show hand preference when imitating vertical and horizontal and circular lines			

Frequently

Sometimes

Never

30-36 Months – Physical Development

Statements

Frequently

Sometimes

Never

Can jump forward a few inches			
Can kick a ball most of the time and it goes in the direction they want it to			
Can catch a ball using two arms			
Walks up and down stairs by stepping with both feet on each step, without holding on			
Ride on a ride-on toy without pedals			
Strings small items such as beads or macaroni onto a string			
Holds pencils, crayons and other writing implements in their fingers instead of their fist, but not yet in the correct writing grasp			
Can roll, squeeze and pull play dough into shapes			
Makes snips into paper with child-safe scissors			
Consistently showing a hand preference			

Frequently

Sometimes

Never

36-42 Months – Physical Development

Statements

Frequently

Sometimes

Never

Can walk and run, going faster and slower whilst making turns			
Can catch a large ball and throw it or kick it back to you with more force over a longer distance (up to 2 metres)			
Can pedal a tricycle			
Hops on one foot and can balance on one foot for 3–4 seconds			
Can walk upstairs using alternate feet on each step, without holding the railing and can come downstairs more confidently, likely using two feet to a step			
Can build a tower of at least 10 blocks			
Can draw a person with 2–4 body parts			
Is able to string small beads and place small pegs into holes			
Uses scissors and cuts close to a line			
Copies simple shapes such as crosses and circles			

Frequently

Sometimes

Never

Play

“Children who may struggle in their early learning are not ‘low ability’. We do not know what their potential might be. Every child can make progress with the right support.”

(Development Matters)

0-6 Months – Play

Statements

Frequently

Sometimes

Never

Enjoys playful face-to-face interaction games with people			
Notices and responds to sounds i.e. turns head towards sound			
Responds to playful interaction i.e. coos, smiles, giggles			
Enjoys playful interactions and simple games with others, e.g. peek a boo			
Enjoys playing with toys of varied textures			
Enjoys musical toys			
Turns head to visually follow moving toys			
Enjoys various types of movement in play, such as being gently swung			
Engages in unoccupied play – i.e. making movements with their arms, legs, feet			
Uses hands to play with and explore toys			

Frequently

Sometimes

Never

6-12 Months – Play

Statements

Frequently

Sometimes

Never

Explores toys with hands, fingers, and mouth			
Enjoys a variety of movements in play, such as bouncing up and down, rocking back and forth			
Investigates shapes, sizes, and textures of toys and surroundings			
Is interested in interacting with others in simple games, e.g. peek a boo			
Enjoys playing with and shaking musical toys			
Is interested in playing with/exploring colourful objects			
Engages in solitary play while beginning to show interest in the play of others			
Attempts to crawl/move towards objects they see in front of them			
Points to objects of interest by 12 months			
Bangs objects/toys together			

Frequently

Sometimes

Never

12-18 Months – Play

Statements

Frequently

Sometimes

Never

Claps hand together in response to social play			
Eagerly explores the environment when placed on the floor			
Enjoys playing with new toys			
Engages in parallel play i.e. plays alone, not yet with other children			
Starting to understand cause and effect toys e.g. pressing buttons to makes noises/lights flash			
Begins some early pretend play – e.g. drinks from a cup in the home corner, holds phone to ear			
Enjoys playing simple games, like pat-a-cake, with an adult			
Puts something in a container, like a block in a cup			
Begins to copy simple play e.g. will take a toy out of a container if they see another child do this			
Looks at a few pages in a book with an adult			

Frequently

Sometimes

Never

18-24 Months – Play

Statements

Frequently

Sometimes

Never

Takes toys apart and puts them back together			
Explores varied environments, such as a new playground			
Usually plays with toys without mouthing them			
Beginning to notice and watch other children's play and may attempt to join or disrupt			
Beginning to engage in simple, functionary, role-play and make-believe activities e.g. puts the baby doll in the cot, puts the cake in the oven			
Makes speech-like sounds to self in play e.g. "Brum Brum" whilst playing with a toy car			
Beginning to show awareness of sharing, such as offering toys to others and reaching for toys that others are playing with			
Beginning to follow and imitate other children in some of their play			
Sings/vocalises whilst listening to music or playing with instruments/sound makers			
Engages with flipping switches on and off			

Frequently

Sometimes

Never

24-30 Months – Play

Statements

Frequently

Sometimes

Never

Is able to line up toys/objects in 'train' fashion			
Participates in messy play activities that result in dirty hands			
Enjoys playing with new toys in varied ways			
Ventures away from adults to play and to interact with others, but returns for a cuddle or reassurance if they become anxious			
Sometimes engages in the play of others who carrying out the same activity alongside them, by copying and mirroring their play			
Engages in simple role-play and make-believe activities e.g. puts the baby doll in the cot, puts the cake in the oven, walks toy animals along the floor			
Explores the switches, knobs or buttons on a toy			
Plays with more than one toy at the same time, like putting toy food on a toy plate			
Interested in others' play and may start to join in			
Plays cooperatively with the support of a familiar adult, e.g. rolling a ball back and forth			

Frequently

Sometimes

Never

30-36 Months – Play

Statements

Frequently

Sometimes

Never

Often plays alongside other children who are engaged in the same theme			
Interested in others' play and joins in			
Engages in self-led play for up to 20 minutes			
Beginning to engage in associate play i.e. starting to interact with others during play, but there is not much need for cooperation			
Occasionally chooses to play with a familiar friend or a child who has similar interest			
Engages in imaginative role-play based on own first-hand experiences i.e. going on the train			
Plays with simple inset jigsaw puzzles with 3 or 4 pieces			
Enjoys joining in with simple moving, dancing and ring games			
Solves problem-solving toys such as shape sorters and stacking cups with increasing confidence			
Builds a tower using bricks and is interested in looking at books			

Frequently

Sometimes

Never

36-42 Months – Play

Statements

Frequently

Sometimes

Never

Enjoys playing with variety of toys intended for children of their age			
Participates in crafts/activities that involve a range of textures			
Usually does not bring non-food objects to mouth			
Frequently engages in associate play i.e. starting to interact with others during play, but there is not much need for cooperation required			
Enjoys playing in small groups with children of the same age			
Can play in new social situations i.e. at a park, in a soft play area			
Sorts and matches items when playing into simple sets e.g. large and small pinecones			
Engages in more detailed make-believe play e.g. space travel, under the sea, dinosaur land etc			
Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play			
Shows skill in making toys work by pressing parts or twisting knobs to achieve effects such as sound, movements or new images			

Frequently

Sometimes

Never

Independence

“Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating.”

(Development Matters)

0-6 Months – Independence

Statements

Frequently

Sometimes

Never

Expresses discomfort, hunger or thirst			
Startled at unfamiliar, sudden, loud sounds or lights			
Opens mouth when prompted, e.g. to help with feeding and drinking			
Responds to physical contact and care			
Recognises bottle/food			
Tolerates nappy changing			
Tolerates being dressed			
May start some solid food			
Will turn head, rooting for food when corner of mouth is touched or stroked			
Bring hands to mouth and sucks on fingers, fists or objects			

Frequently

Sometimes

Never

6-12 Months – Independence

Statements

Frequently

Sometimes

Never

Becoming more reserved around strangers			
Opens mouth for spoon			
Holds own bottle or cup			
Grasps finger foods and brings them to mouth			
Can guide spoon towards mouth even if food often falls off			
Develops own likes and dislikes in food and drink			
Can actively cooperate with nappy changing (lies still, helps, holds legs up)			
May push arms or legs in to clothing when being dressed			
Shows curiosity about what's happening around them i.e. watches other children or adults			
Tolerates their face being washed			

Frequently

Sometimes

Never

12-18 Months – Independence

Statements

Frequently

Sometimes

Never

Holds cup independently with both hands and tips towards mouth			
Moves a spoon towards mouth and sucks it			
Can pull off simple garments such as hat and socks			
Able to communicate their choice of food from a selection			
Finger feeds themselves although may play with food			
Grasps finger foods and brings them to mouth			
May recognise their own items, e.g. coat, cup etc			
Engages with brushing teeth			
Engages with washing and drying hands			
Pushes arms through sleeves and legs through trousers			

Frequently

Sometimes

Never

18-24 Months – Independence

Statements

Frequently

Sometimes

Never

Scoops food using a spoon to feed self			
Tries to put on items of clothing e.g. pulls an item of clothing over their own head but still needs support with most dressing tasks			
Pulls down zips on clothing			
Willing to try new food textures and tastes			
Can find their own coat from an offered choice 2 or 3			
Holds cup with two hands, drinking with minimal spilling			
Expresses preferences for food and drink			
Starting to complete aspects of hand washing routine with adult support			
Can begin to do adult directed tasks for short periods of time			
Beginning to indicate when their nappy needs changing			

Frequently

Sometimes

Never

24-30 Months – Independence

Statements

Frequently

Sometimes

Never

Pierces food with a fork			
Holds two pieces of cutlery while eating			
Drinks well, with minimal spilling			
Follows hygiene routines with support such as pulls trousers down when using the toilet or having a nappy change			
Helps to put items of clothing on the correct body parts			
Unfastens large buttons			
Can take off own coat			
During hand washing, follows the basic routine: rubs hands together with soap and puts under a tap to rinse			
Communicates wet or soiled nappy or pants			
May no longer needs a nap during the day			

Frequently

Sometimes

Never

30-36 Months – Independence

Statements

Frequently

Sometimes

Never

With some support attempts to cut soft foods with a knife			
Uses one piece of cutlery to push food on to a spoon or fork			
Eats from a bowl or plate with minimal mess			
Assists in laying table			
With prompting, attempts to turn clothes the right way round			
Does up the zip on a coat. Can fasten large buttons independently			
Can put on loose items of clothing independently such as a coat			
Clearly communicates their need for the toilet			
Can turn taps on and off independently			
Can collect their coat and bag independently from where it is kept			

Frequently

Sometimes

Never

36-42 Months – Independence

Statements

Frequently

Sometimes

Never

Cuts soft foods with a knife			
Uses a knife and fork in combination			
Follows hygiene routines without support			
Able to use the toilet, including if the child has occasional accidents and needs reminders to use the toilet			
Can put on Velcro strapped shoes independently with limited help			
Can pour a drink from a jug into a cup with some support			
Beginning to peel their own fruit such as an orange or banana with adult support			
Follows and helps snack routines such as distributing snack and collecting plates etc			
Can drink from an open cup rarely spilling it			
Can maintain focus on adult directed tasks for a few minutes			

Frequently

Sometimes

Never



Tracking Attainment Levels

Progress Check Example - Chronological Age: 31 Months (2 Years 7 Months)

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence	
Date: 18/09/2023	6-12 Months	6-12 Months	18-24 Months	12-18 Months	6-12 Months	Review Date: 30/11/2023

Baseline Assessment - Chronological Age:

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence	
Date:						Review Date:

Progress Check - Chronological Age:

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence	
Date:						Review Date:

Progress Check - Chronological Age:

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence	
Date:						Review Date:

Progress Check - Chronological Age:

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence	
Date:						Review Date:

Progress Check - Chronological Age:

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence	
Date:						Review Date:

Progress Check - Chronological Age:

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence	
Date:						Review Date:

Progress Check - Chronological Age:

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence	
Date:						Review Date:

Progress Check - Chronological Age:

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence	
Date:						Review Date:

Progress Check - Chronological Age:

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence	
Date:						Review Date:

Progress Check - Chronological Age:

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence	
Date:						Review Date:

Progress Check - Chronological Age:

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence	
Date:						Review Date:

Progress Check - Chronological Age:

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence	
Date:						Review Date:

Progress Check - Chronological Age:

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence	
Date:						Review Date:

Progress Check - Chronological Age:

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence	
Date:						Review Date:

Do I need to refer the child to the Early Years Team?

Children will be accepted for consideration by the Early Years Team if they are significantly delayed in their development in three or more areas:

- for children over the age of 2 years old a significant delay would be at least 12 months below their chronological age
- for children under the age of 2 years a significant delay would be at least 6 months below their chronological age

It is essential that parents/carers have signed the Early Years Team Consent Form and that setting staff can evidence that they have started the graduated response by submitting a reviewed plan (e.g. a support plan is in place). Please visit the links below to find the relevant documents you will need for this referral.

Early Years referral form <https://forms.office.com/e/aBU0KvK3gF>



After a referral is made, a practitioner from the Early Years Team will then be in contact to gather more information as required and offer their advice and support. More information can be found on the Solihull's SEND Solgrid Page [SEND \(solgrid.org.uk\)](https://solgrid.org.uk)

Useful information:

Solihull's Early Years Graduated Approach Document

[Graduated-Approach-final-Feb-2023-Kim.pdf \(solgrid.org.uk\)](#)

Solihull Early Years Local Offer

[Early years advice and support \(solihull.gov.uk\)](#)

Early Years Inclusion Fund

[Inclusion Fund \(solihull.gov.uk\)](#)

Pathway for Referrals

[https://www.solgrid.org.uk/eyc/wp-content/uploads/sites/31/2023/01/Pathways-for-referrals.docx](#)

Solihull Children's Community Therapies

[Solihull Children's Community Therapies – Solihull Children's Community Therapies \(uhb.nhs.uk\)](#)

Training (Dates and Booking Forms)

[Training \(solgrid.org.uk\)](#)