

Solihull’s Early Years

SEND Assessment Toolkit

Non-Statutory Guidance - Birth to 4 Years

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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 childs 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.

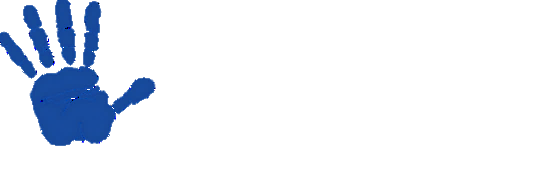
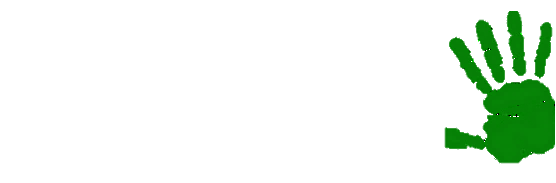
Near the end of the document, there is a progress checker to be completed. After completing the assessment for the child, write in each box which age band the child was scoring mostly “frequently” responses, even if this does not correlate to the child’s chronological age. This will provide a baseline 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:

Things I like

I like

My goals and wishes for the future

I hope to

I wish to/for

Things I dislike

I dislike

What is important about me?

I need

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)

| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

0-6 Months – Personal, Social and Emotional Development

|  |  |  |
| --- | --- | --- |
| Frequently | Sometimes | Never |

Never

Sometimes

Frequently

Statements

6-12 Months – Personal, Social and Emotional Development

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

12-18 Months – Personal, Social and Emotional Development

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

18-24 Months – Personal, Social and Emotional Development

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

24-30 Months – Personal, Social and Emotional Development

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

30-36 Months – Personal, Social and Emotional Development

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

36-42 Months – Personal, Social and Emotional Development

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

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)

Never

Sometimes

Frequently

Statements

0-6 Months – Communication and Language

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

6-12 Months – Communication and Language

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

12-18 Months – Communication and Language

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

18-24 Months – Communication and Language

|  |  |  |
| --- | --- | --- |
| 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” |  |  |  |

Never

Sometimes

Frequently

Statements

24-30 Months – Communication and Language

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

30-36 Months – Communication and Language

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

36-42 Months – Communication and Language

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Physical Development

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

(Development Matters)

Never

Sometimes

Frequently

Statements

0-6 Months – Physical Development

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

6-12 Months – Physical Development

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

12-18 Months – Physical Development

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

18-24 Months – Physical Development

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

24-30 Months – Physical Development

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

30-36 Months – Physical Development

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

36-42 Months – Physical Development

|  |  |  |
| --- | --- | --- |
| 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 a crosses and circles |  |  |  |

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)

Never

Sometimes

Frequently

Statements

0-6 Months – Play

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

6-12 Months – Play

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

12-18 Months – Play

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

18-24 Months – Play

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

24-30 Months – Play

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

30-36 Months – Play

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

36-42 Months – Play

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Independence

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

(Development Matters)

Never

Sometimes

Frequently

Statements

0-6 Months – Independence

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

6-12 Months – Independence

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

12-18 Months – Independence

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

18-24 Months – Independence

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

24-30 Months – Independence

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |

Never

Sometimes

Frequently

Statements

30-36 Months – Independence

|  |  |  |
| --- | --- | --- |
| Frequently | Sometimes | Never |

|  |  |  |  |
| --- | --- | --- | --- |
| With some support attempts to cuts 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 |  |  |  |

Never

Sometimes

Frequently

Statements

36-42 Months – Independence

|  |  |  |
| --- | --- | --- |
| 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 |  |  |  |



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://www.solgrid.org.uk/eyc/send/)

Useful information:

Solihull’s Early Years Graduated Approach Document

[Graduated-Approach-final-Feb-2023-Kim.pdf (solgrid.org.uk)](https://www.solgrid.org.uk/eyc/wp-content/uploads/sites/31/2023/03/Graduated-Approach-final-Feb-2023-Kim.pdf)

Solihull Early Years Local Offer

[Early years advice and support (solihull.gov.uk)](https://www.solihull.gov.uk/Children-and-family-support/localoffer/early-years-support)

Early Years Inclusion Fund

[Inclusion Fund (solihull.gov.uk)](https://www.solihull.gov.uk/Children-and-family-support/localoffer/inclusion-fund)

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)](https://childrenscommunitytherapies.uhb.nhs.uk/)

Training (Dates and Booking Forms)

[Training (solgrid.org.uk)](https://www.solgrid.org.uk/eyc/training/)