



## Why is it important to carry out an Integrated Review (Progress Check) at age 2?

Every child deserves the best possible start in life and the support that enables your child to fulfil their potential. Your child's experiences between birth and age five have a major impact on their future life chances. A secure, safe, and happy childhood is important. Together, good parenting and high-quality and inclusive teaching provides the foundation your child needs to make the most of their unique abilities and talents as they grow up. Find out more [Progress Check at 2](#)

|                                                                                                                                                                                                                                                                |                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| My child's name & meaning:                                                                                                                                                                                                                                     | Setting Manager:                    |
| Name child is known by:                                                                                                                                                                                                                                        | Key Person:                         |
| Date of birth:                                                                                                                                                                                                                                                 | Parents / Carers:                   |
| Age:    years       months =       months                                                                                                                                                                                                                      | Our culture & language(s) at home:  |
| Early Years Setting:<br>Address:<br>Telephone number:                                                                                                                                                                                                          |                                     |
| E-mail:                                                                                                                                                                                                                                                        |                                     |
| Date child started at setting:                                                                                                                                                                                                                                 | Sessions / hours attended per week: |
| Date progress check completed:                                                                                                                                                                                                                                 |                                     |
| <b><u>For parent/carer to complete</u></b>                                                                                                                                                                                                                     |                                     |
| Please tell us whether your child has had Part I of their 2-year Review with your health visitor yet                                                                                                                                                           |                                     |
| <input type="checkbox"/> <b>Yes</b> If yes, please bring any paperwork or your <b>Red Book</b> that the health visitor filled out and share with your setting. If you don't have any paperwork, please tell us what the health visitor said (see next section) |                                     |
| <input type="checkbox"/> <b>Not yet</b> If not yet, do you have any concerns that you want or need to be shared with your health visitor?                                                                                                                      |                                     |
| As part of the Review, it is important for everyone to share if there are any significant emerging differences, concerns, or an identified special educational need or disability, so that we can all support your child's health, learning and development.   |                                     |

Was there anything that you or the health visitor are concerned about regarding your child's development or would you like extra help? Eg walking, talking, hearing, sight, happiness, toilet training, eating and healthy weight

☐ Yes ☐ No

If yes, please tell us what the concerns are or help you would like?

**Is your child under the care of any other service or health professional?** For example, Speech and Language, Community Paediatrics, Occupational Therapy, Early Years SEN team

**Is your child registered with a GP and dentist?**

#### **Early help: stopping small issues from becoming big problems**

Would you like

- ☐ advice from early years practitioner ☐ advice from your health visitor  
☐ referral to a local Children's Centre or Family Hub

#### **For setting to complete**

The setting must tell parents/carers about the areas in which the child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a particular concern that a child may need more support. The setting must describe the inclusive activities and strategies to be adopted to address any issues or concerns.

If there are significant emerging differences, or an identified special educational need or disability, practitioners will co-produce a plan to support your child's future wellbeing, learning & development involving you and other professionals as appropriate.

Both health and early years have a responsibility to work together to follow up identified actions and make sure appropriate support is available for children and their families.

#### **Record next steps and actions**

Referrals to other agencies

Agreed actions

The **prime areas of the EYFS** are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. When completing also consider Part 1 of the Review with the health visitor.

The setting must use the [Early Years Foundation Stage](#) and may use non statutory documents, such as [Progress check at age two](#), [Development Matters](#) or [Birth to 5 Matters](#)

**A note to the provider – in each prime area, share significant comments about**

- *What is progressing well?*
- *Are there any areas where additional support is needed?*
- *Are there any areas where there is concern about development delay?*
- *Describe activities and strategies to be adopted – what are you going to do about it?*
- *What can the parent/carer do at home?*

### Communication and Language

How I am speaking and listening:

How the adults are helping me to develop my communication:

### Personal, Social and Emotional Development

How I am playing with other children, starting to share and take turns and getting more independent:

How the adults are helping me when I am sad, angry or feeling shy:

### Physical development

How I am using my large muscle and my small muscle skills:

How the adults are helping me to be physically active, like running and scooting, and develop my co-ordination, like kicking a ball or using a paint brush:

### Next steps to support learning and development

The setting must discuss with parents /carers what the setting is doing to reduce any barriers to learning and development and clear next steps to be taken. The setting must share ideas about how the Integrated Review can be used to support the child's learning at home

My early years practitioner would like to talk to you about this area with you:

My practitioner would like to talk to you about giving me extra help:

My practitioner would like to bring in another professional to help me:

I have the following special educational need or disability:

This is how my practitioner is helping me to take part in all the play and learning:

- Changes to the room or special equipment for me to use:
- Extra help or special programmes for me to take part in:

**Right now it is important for me to:**

This is how my early years practitioner in the setting is going to help me:

This is how my parents or carer at home is going to help me:

**Parent / carer comments:**

- ☐ I will store this form in my child's Red Book to share with the Health Visitor.
- ☐ I give permission for information from both Part 1 and 2 of the Integrated Review of my child's learning and development to be shared with other professionals to support my child

Review date \_\_\_\_\_

Signature (s): \_\_\_\_\_(Parents/Carers)

Signature: \_\_\_\_\_ (Key Person)

Signature: \_\_\_\_\_ (Manager)



## What does your child need?

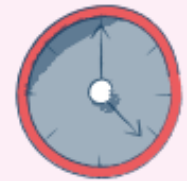
The progress check at age two can support you with ideas to help your child's development at home. Research tells us that what parents do is crucial. The first five years are the most important years for health and happiness in adulthood.

Find out more here [What to expect in the Early Years Foundation Stage : a guide for parents](#)

### To help me thrive, feed my brain

|                                                                                     |                                                                                                                                                         |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | When you chat, play and read with me, my brain forms more than a million new connections every second.                                                  |
|    | My brain is already about 80% of its adult weight.                                                                                                      |
|  | I like it when we play and have fun – I don't have to feel like I'm 'learning'.                                                                         |
|  | I don't need you to set a time.<br><br>You can chat, play or read with me on the way to nursery, while you're making a meal or even in the supermarket. |
|  | I don't need pricey books or toys.                                                                                                                      |
|  | It all goes in.                                                                                                                                         |

### Let me be active

|                                                                                     |                                                                   |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------|
|   | When I'm active, I'm happy and healthy – and I sleep better, too. |
|   | I love to play with toys, walk, jump, run, dance and scoot.       |
|  | Aim for at least three hours across everyday.                     |

### Help me with my emotions

|                                                                                      |                                                                                                                          |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|  | I am learning to talk about how I feel.<br><br>"I love it when..."<br><br>"I'm sad because..."                           |
|  | I am beginning to understand how to wait for my turn.<br><br>I am learning to control my feelings when I want something. |
|  | I am learning how to make friends with other children.                                                                   |

