

# **Happy Valley Pre-School Ltd**

## **2 Year Olds Policy**

### **Policy and Procedure for progress check at age 2**

The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development, Physical Development and Communication and Language. This should be completed when the child is aged between 24-36 months.

#### **The aims of the progress check are to:**

- Review a child's development in the three prime areas of the EYFS.
- Share this information with parents to ensure they have a clear picture of their child's development.
- Enable the setting to understand the child's needs and plan activities and experiences to meet them in the setting.
- Enable parents to understand the child's needs and enhance development at home, with support from the setting.
- Note areas where the child is progressing well and identify any areas where progress is less than expected.
- Describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).

#### **The progress check will:**

- Be completed by the child's key worker who knows the child well and works directly with them in the setting.
- Arise from the ongoing observational assessments carried out as part of everyday practice in the setting. This will include observations, learning journeys and general day to day observations and interactions with the child.
- Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
- Take account of the views and contributions of parents.
- Take into account the views of other practitioners and, where relevant, other professionals working with the child.

### **Settling in period**

A period of settling in for the child is necessary to enable the key worker and other staff to build up a good knowledge of the child's development, abilities and interests before the progress check is completed. Pre-school will aim to do the progress check between 2 years 6 months and 2 years 11 months depending on

when the child has started. A note will be placed on the progress check report to indicate the number of days and length of time the child has attended pre-school, this will indicate how long the key worker has had to get to know their key child. The following factors may determine the timing of the progress check:

- **Individual needs and circumstances.** If the child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of a sibling) the check can be postponed, with the agreement of the parent.
- **Pattern of attendance.** If the child has a period of non-attendance or irregular attendance then that may affect the timing of the review.
- **Children not settling.** Children are all different and some settle into new settings better than others. If a child remains unsettled at pre-school as the date for the progress check approaches then it can be delayed by up to 4 weeks with the agreement of the parents. If they still remain unsettled after this period of time the progress check should take place but a note should be placed on the form explaining the circumstances. Regular updates should be given to the parents as to how well the child is settling and a note made on our copy of the progress check file to confirm when the child has settled at pre-school.

## **Timings**

The EYFS requires that the progress check is carried out when a child is age two; this includes any child that starts at the setting between the ages of 24-36 months.

Children can start after their second birthday and usually start with us 2 sessions (6 hours) per week. We are registered for 2 year funding so some children could attend up to 5 mornings per week. The timings of the progress checks will differ for each child and will take into account a number of factors including; number of sessions they attend per week, parental preferences, pattern of attendance, individual needs and circumstances. We will aim to do the progress check by the time each child is 2 years and 11 months but the factors mentioned above may affect this. Ideally it would be done between 2 years 6 months and 2 years 11 months.

If a child starts at pre-school 4 weeks prior to their 3<sup>rd</sup> birthday pre-school will not carry out the progress check as we will have insufficient time to build up a good knowledge of the child. We will inform the parents of this.

## **How to do the check**

- The progress check will be in the format of the template below. It will be clear and easy to read, avoid unfamiliar jargon, acronyms or terminology (with interpretation and translation available where appropriate).
- Present a truthful yet sensitive reflection of what the child can do and their achievements to date along with areas where the child is progressing at a slower pace than expected.
- Recognise parents' in-depth knowledge of their child by incorporating their observations and comments, and explain how their child's learning and development will be supported and taken forward in the setting.
- The key worker will use observations, learning journals and general day to day observations and interactions with the child to record the information.
- The notes on the template below will be used as a guide to record the information.
- The key worker will note their comments on the form relating to the 3 prime areas.
- The key worker and parent(s) will meet and use the key worker's comments as a basis to discuss the child's progress and what next.
- If parents prefer they can fill in the sheet which is attached to the report making their comments and observations of the written report.

## **Children attending more than one setting or changing settings**

In the case of children who are attending more than one setting, the progress check will normally be carried out by the child's key person at the setting where the child spends the greatest amount of time each week. At pre-school the key worker will be responsible for asking the parent which setting this applies to. If the child spends the greater amount of time at the other setting or with a child minder the key worker will make contact with that setting/childminder by either email, phone or in person to confirm they will be doing the check. The key worker will seek permission from the parent(s) to have a copy of the progress check for our files.

We will gain permission to send a copy of the 2-year check carried out by preschool to any other settings the children may attend or if the child leaves preschool.

If a child moves from another setting between 24 and 36 months, the leaders and managers of the respective settings will agree which provider will complete the check. It will usually be the setting where the child has spent the most time to date.

## **Preparing the progress check for a child with identified disabilities or special educational need, looked after child or 2 year funded child**

If the progress check is for a child with an identified disability, medical need, special educational need, looked after child or a 2-year funded child pre-school will take into account if the child is already being supported by other professionals. Then pre-school will agree with parents how the views and contributions of those professionals can be sought.

The focus will be on what the child can do, their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability.

**This policy was reviewed and checked on:** November 2018

**Signed on behalf of the Pre-School:**

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**(Pre-School Director)**

**Next Review:**

November 2019