

09 Early years practice procedures

**09.15 Progress check at age two**

* A template for completing the two-year-old progress check is provided on theTapestry Online Learning Journal System
* The key person is central to the progress check and must be the person completing it.
* Settings should take guidance from their local authority as to when the progress check at age two is completed; if no such guidance is provided, the progress check is completed when the child is between 26 and 30 months old. The child should be attending the setting for at least 1/2 term before the check is completed.
* Once the timing of the child’s progress check is confirmed, parents/carers are invited to discuss their child’s progress at a mutually convenient time.
* The setting must seek to engage both parents/carers and make allowance for parents/carers who do not live with their child to be involved.

**Completing the progress check at age two**

* On-going observational assessment informs the progress check and must be referred to.
* Children’s contributions are included in the report. Staff must be ‘tuned in’ to the ways in which very young children, or those with speech or other developmental delay or disability, communicate/
* Where any concerns about a child’s learning and development are raised, these are discussed with the parents/carers, the SENCo and the setting manager.
* If concerns arise about a child’s welfare, they must be addressed through 06 Safeguarding children, young people and vulnerable adults procedures.
* The key person must be clear about the aims of the progress check as follows:
* to review a child’s development in the three prime areas of the EYFS
* to ensure that parents have a clear picture of their child’s development
* to enable educators to understand the child’s needs and, with support from educators, enhance development at home
* note areas where a child is progressing well and identify any areas where progress is less than expected
* describe actions the provider intends to take to address any developmental concerns (working with other professionals as appropriate)