Background and context to The Integrated Review

“Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments”

Development Matters in the Early Years Foundation Stage 2012

Existing health and early education reviews and progress checks for two year olds

The Healthy Child Programme Review at age two and a half
The Healthy Child Programme is the universal public health programme for all children and families. It consists of a schedule of reviews, immunisations, health promotion, parenting support and screening tests that promote and protect the health and wellbeing of children from pregnancy through to adulthood. The health, wellbeing and development of the child at age two has been identified as one of the six high impact areas where health visitors can have a significant impact on health and wellbeing and improving outcomes for children, families and communities. The Healthy Child Programme Review at age two to two-and-a-half is a health focused review incorporating a review of child development, including social and emotional wellbeing. It is an opportunity for prevention and health promotion and assessing the wellbeing of the whole family. The success of the whole programme depends on attaining equity of outcome for all age groups in the community.

The reasons for a review at two and a half years
Two years is a key time for:

- The development of speech and language, social, emotional and cognitive development;
- Supporting parents as children gain independence and learn new skills and behaviours;
- Transition as increasing numbers of children are gaining from early years learning with the Early Years Foundation Stage assessment offering continuity with the HCP and
- Taking stock of current health status and plan future health promotion matching services to need.

This means making a public health assessment of the whole family and identifying the needs which results in a tailor made package of intervention.

Areas of developmental assessment:

- Speech and language/Communication
- Emotional development, attachment and wider family relationships
- Learning
- Social skills
- Locomotor and fine movement
- Physical health
- Growth
- Hearing
- Vision
- Dental
- Immunisations
- In addition, a public health assessment of family health

Two Ages and Stages Questionnaires for Physical and Social and Emotional are used to assess the child at the review. The Health Visiting Teams work closely with other health colleagues including Speech and Language Therapy, Vision and Hearing Services and Community Paediatrics. At all contacts including the two – two and a half year assessment an Early Help Assessment or referral to social care will be made if any needs or risks are identified.
Feedback from parents about the review suggests that
- They want to know how well their child is progressing
- They want to be able to seek advice from a wide variety of sources
- Fathers wish to be more involved
- Sure Start Children’s Centres are seen as a friendly and supportive environment where the HCP could be offered. From the pilot parents are happy to have the joint review in their child’s Early Years setting
- GPs are seen as an important and accessible point of contact for children’s health issues
- Many mothers and fathers welcome a face-to-face contact for this review with both parents present if possible
- Services need to be flexible to accommodate parental working patterns and wider family member involvement, especially for fathers and
- Group sessions are popular with parents

Red Book (Parent Child Health Record – PCHR)
All parents are issued with a Red book at the birth of their child which contains health information which parents may choose to share with other professionals in Early Years settings. The health visiting service enters health information into this book. Any information on a child’s health and development can only be shared with other professionals in health or other agencies with parents/carers consent.

Early Years practitioners complete a two year old progress check on children aged between 24 and 36 months. To support the partnership between health and Early Years, practitioners will complete a sheet to be entered in the red book so parents can use the red book as a link between health, early years and children’s centres.

Your child’s two year old review
If your child is attending nursery provision when they are two this should be completed with your childcare provider

<table>
<thead>
<tr>
<th>Date of review:</th>
<th>Age in months at review:</th>
<th>Child’s home language:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of setting/s attended:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My development - Where I am now

<table>
<thead>
<tr>
<th>Speech, language and communication</th>
<th>Listening and attention</th>
<th>Understanding of language</th>
<th>Speech sounds and talk</th>
<th>Social communication</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Personal, Social and Emotional Development</th>
<th>Communication and Language</th>
<th>Physical Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judged according to development matters age bands (secure from best fit)</td>
<td>Making relationships</td>
<td>Self-confidence and self-awareness</td>
</tr>
<tr>
<td>Secure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Partnership Information - refer to Ages and Stages Questionnaire and Red Book

<table>
<thead>
<tr>
<th>My Health Visitor’s name</th>
<th>Any actions to support my development</th>
<th>Actions identified, please detail:</th>
</tr>
</thead>
</table>

Next steps to support my development:

Strengths/what I am good at/what I enjoy:
Parents/carers comments:

Do you give consent to share any relevant information with other agencies/Health Visitor/Children’s Centre

YES/NO
Early Years Foundation Stage progress check at age two

The Early Years Foundation Stage (EYFS) is the statutory framework setting the standards for all early years providers for learning, development and care for children from birth to age five. The EYFS Progress Check at age two is a statutory point of assessment within this framework.

To carry out the EYFS Progress Check at age two early years practitioners must review a child’s progress when they are aged between 24 and 36 months and provide parents with a short written summary of their child’s development in the prime areas: Personal, Social and Emotional Development, Communication and Language and Physical Development.

The Integrated Review draws upon the content of both reviews and brings them together in a coherent way.

From September 2012 it is a statutory duty for all settings to complete the Progress check at two years old

The aims of the progress check are to:

- review a child’s development in the three prime areas of the Early Years Foundation Stage (EYFS)
- ensure that parents have a clear picture of their child’s development
- enable practitioners to understand the child’s needs and plan activities to meet them in the setting
- enable parents to understand the child’s needs and, with support from practitioners, 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 (including working with other professionals where appropriate).
The following pathway is aimed to support practitioners and health colleagues with the implementation of the 2 year old review.
From brain development research it is known that:
The quality of our closest relationships not only profoundly affects how we feel about ourselves. It also has physical and measurable consequences. This is most clearly seen in the essential role early attachment experiences play in the emotional, cognitive and physical development of children, laying down a foundation for good physical and mental health. Early Years Staff understand that the child’s early years are a time of rapid neurological development. 90% of initial brain development occurs by the age of three years. This rapid development requires specific experiences and an environment which will prevent excessive stress. Carer sensitivity, attunement, reciprocity, non-verbal communication and containment are all key characteristics of a good environment. Early Years Staff are uniquely placed to intervene to remove obstacles to good parent-infant attachment; and in doing so, recognise and promote the particular interactions the infant brain requires for healthy neurological development.

Bringing together health and early education reviews
Bringing together the reviews has the potential to give a more complete picture of the child by drawing together the:

- Parents’ views and concerns about their child’s progress
- Early years practitioner’s detailed knowledge of how the child is learning and developing, based on day-to-day observation in their early years setting
- Health visitor’s expertise in the health and development of young children.

Purpose of the Integrated Review
The purpose of the review is to:

- Identify the child’s progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and behaviour.
- Facilitate appropriate intervention and support for children and their families, especially those for whom progress is less than expected.
- Generate information which can be used to plan services and contribute to the reduction of inequalities in children’s outcomes.

(DH and DfE joint Integrated Review Development Group, January 2012)

If there are significant concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child’s future learning and development. This may mean involving other professionals (for example, the provider’s Special Educational Needs Co-ordinator) as appropriate.

Key principles of the integrated review
The review should be carried out in accordance with the following key principles:

- The integrated review should engage parents
  The Integrated Review values active participation from parents both intellectually and emotionally in their child’s assessment and in making decisions.

- The integrated review should engage the child, where they are participating:
  The child should be at the centre of the review, should enjoy the experience, interact and participate, helping to show what they can do, alongside the information given by parents and the ongoing observations of their early years practitioner.
- **The integrated review should be a process of shared decision making:** Practitioners and parents should respect each other’s perspectives and contribute together to decisions on realistic and achievable actions to support the child’s wellbeing. This can include agreeing changes in how both parents and the early years setting can best support the child’s health, learning and development.

  *DH and DfE joint Integrated Review Development Group January 2012*

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**The role of parents**

The role of parents

Parents bring:
in depth knowledge of their child

Health visitors bring:
knowledge of the family context and child health and development

Early Years practitioners bring:
knowledge of early learning and development and day to day observation of the child in their early years setting

Where the knowledge of parents, health visitors and early years practitioners is brought together then their shared knowledge and understanding will enable a clear and more complete picture of the child.


The starting point for all assessments is the acknowledgement that parents know their children best. They are their child’s first and most enduring educators, with in depth knowledge of their child’s, physical, emotional and language development over time. This knowledge should be reflected in both on-going dialogue and within the progress check.

The EYFS places a strong emphasis on working with parents as partners, at sections 2.1-2.5 of the framework. This on-going dialogue or sharing of regular two-way observations on learning and development with parents, leads to improved cognitive, social and emotional outcomes for children.

Parents and practitioners should reflect together on what:

- a child likes to do
- he/she is trying to master or has just learned
- new words/language structures are emerging
- particular interests or patterns in play and exploration are observed at the moment
Key development milestones taken from the Early Years Foundations Stage (EYFS)
Children develop at their own rates and in their own ways and it’s important to remember that the developmental matters statements should not be used as checklists. In partnership with Speech and Language Therapy and Educational Psychology there are key developmental milestones for normative development in each of the prime areas. Where a child has not reached these particular milestones by the age indicated, this is not necessarily a sign of difficulty. However, it can serve as an alert for close monitoring with the family, and perhaps further assessment or support. Some children may not reach these milestones by the age indicated and practitioners may find it helpful to refer to the development matters from an earlier age band or the Early Support materials for those children with an identified condition, disability or impairment. This will enable practitioners to celebrate children’s current progress and identify appropriate next steps for development.

Benefits of assessing in partnership
For any assessment of development to be meaningful and useful, a complete picture of a child should be gained. This will best be gathered when parents, the child and all practitioners and professionals who know or have involvement with the child, participate fully in the assessment process.

Successful Transition for all children
Effective transitions should be seen as a process not an event, and should be planned for and discussed with children and parents. Settings should communicate information which will secure continuity of experience for the child between settings.

Early Years Foundation Stage Statutory Framework, 3rd April 2017

If transition is a process, the key to its success lies in the preparation and planning beforehand and the settling in, or follow up, afterwards.

Further information
If you would like further information or support please contact your area Early Years Team or Health Visiting Team

Additional resources can be found on:

Cumbria Early Years Website
https://www.cumbria.gov.uk/childrensservices/childrenandfamilies/cfis/earlyyearsandchildcare/supportforearlyyearsandchildcareprovision.asp

Cumbria Local Offer
https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/

Cumbria NHS Children’s Therapy website