

# The Integrated Two Year Review

## Guidance Document

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## **Introduction**

From September 2015, there has been a requirement for health visiting services and early years providers to bring together health and early education reviews for young children from the age of two to two-and-a-half.

Children at this age have been going through a time of rapid development. Therefore, this is a time when it is important to identify if a child needs any additional support. Identifying, and providing support for, any additional need as soon as they are starting to emerge will minimise the impact and improve the child's outcomes in the long term. Bringing together the existing health and education reviews after the age of two will strengthen the quality of assessments by drawing together different professional views as well as the views of the family, who know their child best.

This document is intended to provide support to practitioners carrying out integrated reviews by helping them to understand the purposes and processes involved.

For the purpose of these materials, 'parents' are defined as all parents, carers and family members who have parental responsibility for a child.

Additional information and templates for the reviews can be found at [www.westsussex.gov.uk/integratedreview](http://www.westsussex.gov.uk/integratedreview).

## Why do the early years matter?

*Giving every child the best start in life is crucial to reducing health inequalities across the life course. The foundations for virtually every aspect of human development – physical, intellectual and emotional – are laid in early childhood. What happens during those early years (starting in the womb) has lifelong effects on many aspects of health and well-being, educational achievement and economic status.*

*Marmot, M. (2010)*

Early assessment and identification are crucial to support all children to reach their full potential.

The Early Years Foundation Stage (EYFS) Statutory Framework states that:

*Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress and understand their needs in order to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share.*

All children attending an early years setting (day nursery, pre-school or childminder) will engage in a variety of learning opportunities following the EYFS and their progress will be monitored. This is done to support children’s early learning and development, to allow them to reach their full potential and to identify any additional support which might be needed.

The HCP has a universal offer of health reviews for young children. The following contacts are designed to monitor the development of children and as an opportunity to discuss social and emotional development with parents, as well as linking children to early years services:

- a universal antenatal contact after the 28<sup>th</sup> week of pregnancy
- the new birth visit (by 14 days old)
- a six to eight-week review
- a review between 10 and 12 months of age
- a review by two and two-and-a-half years old
- a pre-school health questionnaire

## The Integrated Two Year Review

The Integrated Review for children brings together existing reviews for children by three years of age.

### The Healthy Child Programme (HCP) Review at age two to two-and-a-half

The HCP is the universal public health programme for all children and families. It consists of a schedule of reviews, 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 HCP Practitioners can have a significant impact on health and wellbeing and improving outcomes for children, families and communities. The HCP review at age two to two-and-a-half is a health focused assessment incorporating a review of child development, including social and emotional wellbeing.

### The EYFS progress check at age two

The EYFS is the statutory framework setting the standards for all early years providers for learning, development and care for children from birth to the age of 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 of Learning: Personal, Social and Emotional Development, Communication and Language and Physical Development.

During an inspection in an early years setting, Ofsted will expect to see evidence of the two year EYFS review taking place for all children attending at this age, whether or not they have had an integrated review.

West Sussex has produced a template, included on page 8 of the [West Sussex Learning Journal](#), which can be used for the recording of their assessment for a child aged two. This includes assessment of the Prime Areas of Learning and the Characteristics of Effective Learning. There is also a page in the child's Personal Child Health Record (the Red Book) which can be used to record a child's learning outcomes. The benefit of recording a child's outcomes in the Red Book – or adding a paper copy of the setting's review to the Red Book - is that it creates a complete record of each child's development which can be shared with all professionals working with the child.

The Two Year Integrated Review draws upon the content of both the health and learning reviews, and brings them together in a coherent way, to provide a broader picture of a child's development which will enable effective planning for their next steps.

## What is the purpose of the Integrated Two Year Review?

The purpose of the integrated two year review is to:

- identify the child's progress, strengths and next steps in order to promote positive outcomes in health and wellbeing, learning and development
- identify any support needs as early as possible and 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

It is beneficial for families to share information about their child with other relevant professionals, including HCP Practitioners, in order that their child's needs can be understood and supported effectively. Integrating the health and education reviews at this early stage has the potential to give a more complete picture of the child by drawing together:

- parents' views, including any concerns, about their child's progress including the Ages and Stages Questionnaire (ASQ) that they will complete for the review
- the early years practitioner's knowledge of how the child is learning and developing, based on day-to-day observation in their early years setting
- the HCP Practitioner's expertise in the health and development of young children and their observations of the child

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 and HCP 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.

Taken from the DH and DfE joint Integrated Review Development Group - January 2012

## **Personal Child Health Record (Red Book)**

The Red Book includes a page for the HCP two year review and a page for the EYFS Progress Check at age two to be recorded. There is no requirement to use this format, but it is helpful for settings to add their assessments to the child's Red Book to be shared with other professionals.

At an integrated review, information can be recorded in this book and, as these pages are in triplicate, the parents can keep a copy and both the health professional and the early years practitioner can take a copy for their records.

At the end of the review, please leave the top copies in the Red Book for the parents, give the pink copies to the HCP representative and the setting keep the yellow copies as their record. Please make sure that the parent knows who will be getting copies of the review. The parent signature on the page indicates that the parent is happy with the information being shared with other professionals.

There is some space to write actions in the Red Book, but in some cases, it may be beneficial to record some more detailed notes of the discussions and write an action plan of further support needed, outlining what needs to happen, who is going to take responsibility and when the actions will be completed.

Following the review, data from the Ages and Stages Questionnaires (ASQs) will be recorded on individual child health record on SystemOne.

## The Process for Two Year Integrated Review in West Sussex

Within West Sussex integrated reviews are carried out as a two stage process.

### Stage 1

Between 24 and 30 months, all children will be offered the Healthy Child Programme two year review. For children who are already accessing early years provision at the stage, the Key Person within the setting should share their EYFS progress review with the child's parents and add a copy to the child's Red Book to be shared as part of their HCP review. As the review can take place at any time from 24-30 months, it is recommended that the Key Person discusses the two year review before the child's second birthday to find out when their HCP review has been booked in order to know when to provide their most up to date information about the child's progress within the setting.

At the review the parents and HCP practitioner will discuss the child and their development and review the ASQ and EYFS assessment, if available. The outcome from this review might be:

1. The child is making expected progress and only universal support is currently needed
2. There are some significant concerns about the child's development and appropriate referrals should be made with parental consent.
3. The child is showing some areas of developmental delay - age appropriate advice will be given and referrals made as indicated (note; following advice and clarification from the SLT lead, it is not appropriate to refer to SLT prior to 28 months - [Ten Top Tips](#) should be discussed and the parent/carer advised to contact if no improvement in 3 months) UPP children not reaching milestones should be actively followed up by HCP team.

A further review will be recommended for:

- children who are offered a Universal Plus or Universal Partnership Plus service by HCP
- children looked after by the Local Authority (CLA)
- children with a Child In Need Plan
- children on a Child Protection Plan
- children whose development shows some delay

In West Sussex, all Children Looked After will have a further review in the term after they turn two as part of their first Personal Education Plan (PEP) meeting.

The outcomes of the review will be recorded in the child's Red Book. When recommending a further review, the HCP practitioner should discuss this with the family. The HCP practitioner will also remind parents that, if they have ongoing concerns, they should contact their Health Visitor – this is particularly important

for children identified for a further review who may not start in a setting until the term after their third birthday (when they become entitled to their universal Free Entitlement for early years education).

We recommend that all early years providers ask parents to if they can see their child's Red Book then they start at a setting and after any health review. Where a further review has been recommended, the setting will identify these children by reviewing the child's Red Book.

## Stage 2

For children accessing early years provision between 30 and 36 months, the early years provider should identify the need for a child to have a further review. Those who should be included are:

- children who have a further review identified in their Red Book following their HCP two year review \*
- children who the setting identify as working below expected level in the EYFS and are concerned about their progress
- children who are identified as vulnerable using the indicators from the Children's Learning and Well-Being Audit (CLaWBA)

Once they have identified the children who would benefit from a further review, the early years setting should contact their local Healthy Child Programme Team to arrange the review. Ideally, this should happen termly so that groups of children in this age group can be discussed at the same time.

\* Some of the children who were identified at their initial review as in need of a further review at 30-36 months may have made significant progress and now being working within expected levels. In this case, there should be a discussion with HCP to decide whether or not the further review is still needed.

## Other Points to Consider When Planning Integrated Reviews

### Children not accessing an early years setting between 30 and 36 months

Children are not eligible for universal Free Entitlement until the term after their 3<sup>rd</sup> birthday. Therefore, some of these children will not be accessing early years provision until after they are 36 months, which is outside the scope of the two year integrated review. Early years providers should contact their Healthy Child Programme team, with parental permission, at any point if they have concerns about a child's development.

At the initial two year review, the HCP practitioner should ensure that families are aware that they can contact HCP for advice and support if they are concerned about their child's development and progress. This may be particularly important for the family to be aware of if their child has shown some areas of delay and their child is unlikely to accessing early years provision before the age of 36 months.

### Children attending more than one setting

As part of their universal good practice, early years settings should be liaising with other settings that a child in their care attends. Where a child attends more than one setting, usual practice would be for the setting where the child spends most of their time to take a lead in assessment and record keeping, drawing information from the other settings to build a more complete picture.

Specifically for the 30-36 month integrated review, we would expect the settings to work with the family and decide on the best setting for the review, share their assessments of the child's progress and share outcomes from the review with each other. Discussions with parents should encourage information sharing and explain the benefits for their child. It is likely that the review would take place in the setting where the child accesses most of their hours. The setting should discuss and agree who will lead on the review before contacting HCP.

### Children accessing a setting outside West Sussex

Currently HCP are only able to carry out integrated reviews for children accessing early years provision within West Sussex. It is recommended that settings outside West Sussex share EYFS information with families to be shared as part of clinic reviews.

### Children who live outside West Sussex but attend a setting in West Sussex

Health reviews are offered to families based on the area in which they live. West Sussex HCP only offer two year reviews for children who live in West Sussex. It is recommended that settings share EYFS information with families who live outside West Sussex to be shared as part of their health reviews. These children will still be having their needs assessed using the EYFS, the CLaWBA and the School Readiness Integrated Review.

## Things to consider when preparing for the integrated two year review in an early years setting

For the setting practitioners:

- Early years settings could include information promoting the integrated reviews and links with HCP as part of their induction and information to parents in setting policies etc.
- Make sure you have the [contact details for the HCP team](#) and contact them as early as possible to arrange integrated review meetings.
- Children are not all offered their two year review at the same age, so you may need to explain this to any parents who are anxious about not getting a letter from HCP at the same time as their friends.
- Within the setting, decide who the most appropriate person is to attend the second review meeting. Make sure there is enough time available for the person who will be at the meeting to collect and have available all of the relevant information they need to inform the discussion. The person who knows the child and family best would normally be the child's Key Person so it is likely that they would be the best person to be at the review meeting. If they have not taken part in a meeting like this before, they may need some support to feel confident to take an active role in the discussion. Where a number of children are having their review in the setting, it may be that the member of staff changes between reviews so the Key Person attends for the reviews of the children in their group or that one person who knows the children and families well attends for the whole session.
- Before any review meetings, make sure that all those attending are aware of practical arrangements for example, what time to arrive, parking arrangements, what to expect at the meeting. Support families to complete the ASQs, if this is being used and provide support if needed.
- Make sure there is an appropriate space for the review with resources available and that everyone has the time to be completely involved in the discussion with the information that they need available.
- Consider how you can support families who may be less confident to share their views in a meeting to make their views known.

For the HCP practitioner:

- Ensure, when booking appointments, that the setting is clear about the expectations of the review and what they need to prepare and any key messages to share with the family before the meeting.
- Decide if it is appropriate to use an ASQ and, if so, provide the families with the appropriate ASQ, as calculated by the ASQ calculator. Arrange for this to be given to the family either directly or via the setting in sufficient time for it to be completed for the review meeting.
- Check which resources are available within the setting and which you will need to bring with you to the review.

- Consider how you can support families who may be less confident to share their views in a meeting to make their views known.

For the parents:

- Bring your child's Personal Child Health Record (Red Book) to the meeting with your completed ASQs.
- Share your honest views about your child's development, including any concerns you may have. The practitioners at the meeting will be able to reassure you and to offer some support if needed.
- Ask questions if you do not understand anything that is being discussed. At the end of the meeting, make sure you are clear about what happens next and how you will find out about your child's progress and anything else that is happening to support your child.

### **At the end of a Review Meeting**

Ensure that everyone has had the opportunity to share their views and that there is agreement on the next steps to support the child.

Clarify what has been agreed, who is going to take actions, when and how all those involved in the review, and particularly the family, will be updated on progress.

Explain to the family the ongoing reviews of their child's progress and how the family can request support if needed in the future. Explain the School Readiness Integrated Review and how they will be involved to enable a positive transition into school.

Share copies of any documents with those involved as appropriate.

### **After the Review Meeting**

The practitioner from the setting adds the documents from the meeting to their child level records.

The HCP team member takes the Health and Development Review and adds details to SystmOne.

All of those involved in the review carry out the agreed actions and provide feedback on progress.