

This 'shared language' document is designed to support practitioners from different professional environments. It will facilitate a shared understanding between health and education colleagues, to better understand the assessment language each use. This will support a joined up review of a child's learning and development in partnership with parents. Professional judgements will be used, and in an arena of mutual respect, both sets of professionals will be able to discuss the child holistically.

The **Early Years Foundation Stage** is used by early years practitioners to assess a child's learning and development. It has 3 Primary Areas of Learning, each of which has further strands within it, as below. There are also specific areas of learning in Maths, Literacy, Understanding the World and Expressive Arts and Design but these are not included in the 2 year check.

- **Personal, Social and Emotional** - Making relationships, Self-confidence and self-awareness, Managing feelings and behaviour
- **Communication and Language** - Listening and attention, Understanding, Speaking
- **Physical** - moving and Handling, Health and self-care

Early years practitioners use 'age and stage' bands with descriptors of what a typical child might be doing, to make their 'best fit' assessments. 'Best fit' does not mean that the child has equal mastery of all aspects of a developmental stage. Practitioners should look to the whole of each developmental stage description when making a summative judgement.

The evidence base that early years practitioners use comes from accumulative observations, contributed to by parents and all who work to support the child's learning and development.

The **Ages & Stage Questionnaire (ASQ-3)** and **Ages & Stages Questionnaire Social & Emotional (ASQ-SE)** are the assessment tools that the Department of Health require health visitors and community health nurses to use to support the 2 Year Health Review for all children. The ASQ-3 measures development in 5 domains which include:

- Communication
- Fine Motor Skills
- Gross Motor Skills
- Personal & Social Skills
- Problem Solving Skills

The ASQ-SE is used alongside the ASQ-3 to review with the parent how they feel their child is progressing and recognise any area of concern that they may want to discuss or need additional help with. This part of the assessment also supports the domains in the ASQ-3 by providing a more in depth picture of a child's behaviours and personal interactions with others. A review of weight and growth should also take place at the 2 Year Review. If this is not achieved during the integrated review session this may be completed in the home.

Disagreements and escalations

There may be rare occasions when practitioners do not agree with each other's assessment of a child's developmental stage. The shared observation of the child in the setting will help to unpick differences in view and it is highly likely that a consensus of opinion will then be formed.

Where this does not happen, each professional's observation and assessment should be respected and each professional must take further action that they feel is appropriate (e.g. a next step referral to Early Years Panel or SALT). This should be handled sensitively when both professionals discuss their assessments with parents and the needs of the child should be at the forefront of conversations about further referrals.

If either a health or early years professional needs further guidance or discussion following a difference of opinion, they should seek the advice of their line manager or one of the Early Years Advisory Teachers.

Health ASQ - 3	EYFS Early Years Outcomes Descriptors	
Communication	Communication and Language	Other descriptors from the EYFS EY Outcomes
<p>Without showing him, does your child point to the correct picture when you say. "Show me the cat" or ask "Where is the dog?"</p>	<p>16-26 months (Understanding) - Selects familiar objects by name and will go and find objects when asked, or identify objects from a group 22-36 months (Understanding) - Identifies action words by pointing to the right picture, e.g. "Who's jumping?"</p>	<p>Listening and attention 16-26 months Listens to and enjoys rhythmic patterns. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention – may appear not to hear.</p> <p>Listening and attention - 22-36 months Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus</p> <p>Understanding 22-36 months Developing understanding of simple concepts e.g. big, little.</p> <p>Speaking 16-26 months Beginning to ask simple questions.</p> <p>Speaking 22-36 months Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. Uses a variety of questions (e.g. what, where, who). Beginning to use word endings (e.g. going, cats).</p>
<p>Does your child imitate a two-word sentence? For example, when you say a 2 word phrase, such as "Mama eat" "Daddy play" "Go home" or "What's this?" Does your child say both words back to you?</p>	<p>16-26 months (Speaking) - Copies familiar expressions e.g. "Oh dear", "All gone".</p>	
<p>Without giving him clues by pointing or using gestures, can your child carry out at least three of these kinds of directions? a) "Put the toy on the table"</p>	<p>16-26 months (Understanding) - Understands simple sentences (e.g. "throw the ball") 22-36 months (Understanding) - understands more complex sentences e.g. "Put your toys away and then we'll read a book"</p>	

<p>b) "Close the door" c) "Bring me a towel" d) "Find your coat" e) "Take my hand" f) "Get your book"</p>		
<p>If you point to a picture of a ball (cat, cup, hat etc) and ask your child, "What is this?" does your child correctly name at least one picture?</p>	<p>22-36 months (Understanding) - Understands 'who', 'what', 'where' in simple questions e.g. "Who's that?", "What's that?", "Where is?"</p>	
<p>Does your child say 2 or 3 words that represent different ideas together such as "See dog" "Mummy come home" "Cat gone"?</p>	<p>16-26 months (Speaking) - beginning to put two words together e.g. "want ball" or "more juice" 22-36 months (Speaking) - Uses simple sentences e.g. "Mummy gonna work." 16-26 months (Speaking) - Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). 16-26 (Speaking) - Beginning to talk about people and things that are not present</p>	
<p>Does your child correctly use at least two words like "me", "I", "mine", "you"</p>	*	

Health ASQ - 3	EYFS Early Years Outcomes Descriptors	
Gross Motor	Physical Development (Moving and Handling)	Other descriptors from the EYFS EY Outcomes
<p>Does your child walk down stairs if you hold into one of her hands? She may also hold onto the handrail or wall.</p>	<p>16-26 months - Walks upstairs holding hand of adult 22-36 months - Walks up or downstairs holding onto a rail 2 feet to a step</p>	<p>Moving and Handling - 22-36mths Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Beginning to use three fingers (tripod grip) to hold writing tools. May be beginning to show preference for dominant hand.</p> <p>Health and Self-Care - 16-26mths Develops own likes and dislikes in food and drink. Willing to try new food textures and tastes. Clearly communicates wet or soiled nappy or pants. Shows some awareness of bladder and bowel urges. Shows awareness of what a potty or toilet is used for. Shows a desire to help with dressing/undressing and hygiene routines.</p> <p>Health and Self-Care - 22-36mths Clearly communicates their need for potty or toilet.</p>

		Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support.
When you show your child how to kick a large ball, does he try to kick the ball either by moving his leg forward or by walking into it?	22-36 months - Can kick a ball	
Does your child walk either up or down at least two steps by herself? She may hold onto the handrail or wall.	22-36 months - Walks up or downstairs holding onto a rail 2 feet to a step	
Does your child run fairly well, stopping herself without bumping into things or falling over?	22-36 months - Runs safely on whole foot	
Does your child jump with both feet leaving the floor at the same time?	*	
Without holding onto anything for support, does your child kick a ball by swinging his leg forward?	22-36 months - Can kick a large ball	
Fine Motor	Physical Development	
Does your child get a spoon into his mouth right side up so that the food usually doesn't spill?	22-36 months (Health and Self-Care) - Feeds self competently with spoon	
Does your child turn the pages of a book by herself?	22-36 months - Turns pages of a book, sometimes several at once	
Does your child use a turning motion with his hand while trying to turn doorknobs, wind up toys, twist tops, or screw lids on and off jars?	22-36 months - Shows control in holding and using jugs to pour, hammers, books and mark making tools	
Does your child flip switches off and on?	*	
Does your child stack seven small blocks or toys on top of each other by herself?	16-26 months - Beginning to balance blocks to build a small tower 22-36 months - Shows control in holding and using jugs to pour, hammers, books and mark making tools	
Can your child string small items such as pasta or beads onto a string or shoelace?	22-36 months - Shows control in holding and using jugs to pour, hammers, books and mark making tools	

Health ASQ - 3	EYFS Early Years Outcomes Descriptors
Problem Solving	
After watching you draw a line from the top of the paper to the bottom with a crayon (or pencil/pen), does your child copy you by drawing a single line on the paper in any direction?	16-26 months Physical Development (Moving and Handling) - Makes connections between their movement and the marks they make. 22-36 months (Moving and Handling) •Imitates drawing simple shapes such as circles and lines.
After a raisin is dropped into a clear plastic bottle, does your child turn the bottle upside down to tip out the raisin?	*
Does your child pretend objects are something else? For example does your child hold a cup to her ear, pretending it is a phone? Does she put a box on her head, pretending it is a hat? Does she use a block or small toy to stir food?	22 - 36 months Expressive Art & Design (Being imaginative) - Beginning to make-believe by pretending.
Does your child put things away where they belong? For example, does he know his toys belong on the toy shelf, his blanket goes on his bed, and the dishes go in the kitchen?	*
If your child wants something she cannot reach, does she find a chair or box to stand on to reach it?	*
While your child watches, line up four objects like blocks or cars in a row. Does your child copy or imitate you and line up 4 objects in a row?	*

Health ASQ - 3	EYFS Early Years Outcomes Descriptors	
Personal-Social	PSED and Physical Development	Other descriptors from the EYFS EY Outcomes
Does your child drink from a cup or glass, putting it down again with little spilling?	22-36 months (H&SC) - Drinks without spilling 16-26 months - Holds cup with both hands and drinks without much spilling.	<p>Self-Confidence and Self-Awareness - 16-26 months Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. Demonstrates sense of self as an individual.</p> <p>22-36 months Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.</p> <p>Managing Feelings and Behaviour - 16-26 months Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle. Responds to a few appropriate boundaries, with encouragement and support. Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</p> <p>22-36 months Seeks comfort from familiar adults when needed. Can express their own feelings.</p>

		<p>Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p>Making Relationships - 16-26mths Plays alongside others. Uses familiar adult as a secure base from which to explore independently in new environments. Plays cooperatively with a familiar adult.</p> <p>22-36 months Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child.</p>
Does your child copy the activities you do, such as wipe up a spill, sweep, shave, or comb hair?	*	
Does your child eat with a knife/spoon and fork?	22-36 months (H&SC) - Feeds self competently with spoon	
When playing with either a soft toy or a doll, does your child cuddle it; pretend to feed it, put it to bed?	16-26 months (self-confidence and self-awareness) - Gradually able to engage in pretend play with toys 22-36 months (People and Communities) - In pretend play, imitates everyday actions and events from own family and cultural background	
Does your child push a little truck, doll's buggy, or other toy on wheels, steering it around objects and backing out of corners if he cannot turn?	*	
Does your child call herself "I" or "me" more often than her own name? e.g. "I do it" more often than "Emily do it"	*	

***Where there is no explicit link between the Health ASQ and the EYFS descriptor a practitioner should refer to their best fit judgements and the Characteristics of Effective Learning**