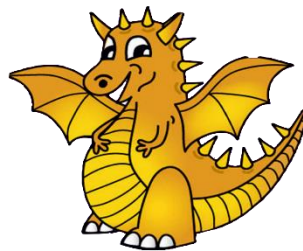




**Wessex**  
Learning Trust  
We Learn Together!

# Early Years: Progress Check at Age Two Policy



**Date approved by Trust Board: May 2022**  
**Review Date: September 2025**

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**Wessex Learning Trust**  
**Progress Check at Age Two Policy**

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This policy will be reviewed by the Board of Trustees every three years.

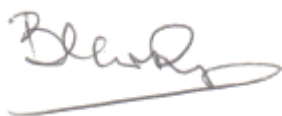
A handwritten signature in black ink that reads "Gavin Ball". The signature is written in a cursive style with a large initial 'G'.

Signature:

Name: Mr Gavin Ball

Position: Chief Executive

Date: 09/05/2022

A handwritten signature in black ink that reads "Brian Kirkup". The signature is written in a cursive style with a large initial 'B'.

Signature:

Name: Mr Brian Kirkup

Position: Chair of the Board

Date: 09/05/2022

## **1. Introduction**

1.1 When a child is aged between two and three, practitioners must review their progress, and provide parents/carers with a short, written summary of their child's development in the prime areas. Ideally, this should be completed between 26 and 30 months old and where possible, after the child has been at the setting for a term.

1.2 If a child moves settings between the ages of 2 and 3 years it is expected that the progress check would be undertaken by the setting where the child has spent the most time. Settings may wish to do this in discussion with the manager or deputy at the child's new/previous setting (as appropriate).

1.3 Once the timing of the child's progress check is confirmed, parents/carers should be invited to discuss their child's progress at a mutually convenient time.

1.4 The setting must seek to engage both parents and make allowance for parents who do not live with their child to be involved.

## **2. Completing the Progress Check at Age Two**

2.1 On-going observational assessments and day-to-day discussions informs the progress check and must be referred to.

2.2 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.

2.3 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.

2.4 If concerns arise about a child's welfare, they must be addressed in line with the Trust Safeguarding Policy.

2.5 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 Early Years Foundation Stage.
- To ensure that parents/carers have a clear picture of their child's development.
- To enable practitioners to understand the child's needs and, with support from practitioners, enhance development at home.
- To note areas where a child is progressing well and identify any areas where progress is less than expected. If there are significant emerging concerns or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents/carers and other professionals.
- Describe actions the provider intends to take to address any developmental concerns (working with other professionals as appropriate).