Guidance to support the completion of the
Early Years SEND Individual Progress Tracker

Purpose of the guidance

The purpose of this guidance is to support you in the completion of the Early Years SEND Individual Progress Tracker. The guidance consists of a step-by-step guide to the completion of the tracker over time and some frequently asked questions. The Early Years SEND Individual Progress Tracker is recommended as a tool to support with accurate judgments on child's level of development and monitoring rate of progress of a child who is assessed as working '*below*' or '*significantly below*' age related expectation.

Purpose of the Early Years SEND Individual Progress Tracker

The Early Years SEND Individual Progress Tracker can be used where a child has been identified as working '*below*' or working '*significantly below*' age related expectations in some or all areas of the Prime Areas of Learning. This document can be a useful follow-on document from the Individual Progress Tracker where the child has emerging needs identified in the shaded areas shown below.

The Early Years SEND Individual Progress Tracker can also be used in the first instance if the child's needs are known upon admission. Where the Early Years SEND Individual Progress Tracker is being used with a child, it is likely that they will be placed on the SEND Support Register. For a child already on the SEND Support Register this would be an appropriate tool to use.

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The Early Years SEN Individual Progress Tracker refers to the Age Ranges and Areas of Learning from the *Birth to 5 Matters Non-statutory guidance for the Early Years Foundation Stage* (July 2021). This document builds on and links directly to the EYFS Early Learning Goals in the *Development Matters* (September 2023) document. The rationale for using Birth to 5 Matters is that it lends itself to identifying the level of development with regards to the child's chronological age and the small step progress a child with additional needs can make.
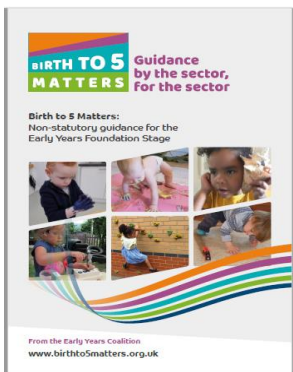
Note, in some cases the organisation of the strands within *Birth to 5 Matters* does not match the Areas of learning and development in the *Development Matters* document used in the Individual Progress Tracker. The differences are small but are evident in Aspects within the Prime Areas of Learning. How they dovetail together is illustrated in the table below. Refer to this table when transferring information from the Individual Progress Tracker to the Early Years SEN Individual Progress Tracker.

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	**Characteristics of Effective Learning**	
		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	**Characteristics of Effective Learning**	
		PSED:	Understanding Emotions: Sense of Self
		PD:	Health and Self-care
	Building Relationships	PSED:	Making Relationships
PD	Gross Motor Skills	PD:	Moving and Handling
	Fine Motor Skills		

How to complete the Early Years SEND Individual Progress Tracker

To begin, complete initial on entry judgements in line with the setting assessment policy/system, this is typically within a six-week period of the child starting at the setting or for children already attending the setting within 6 weeks of the beginning of their return date. These will be based on information from parents and/or carers, practitioner knowledge and outside agency reports if applicable. These judgements are based on the skills, knowledge, understanding and behaviour the child demonstrates consistently and independently. *Birth to 5 Matters* statements should not be used as a tick list but best -fit judgment can be made using the Age Ranges.

Two versions of the Early Years SEND Individual Progress Tracker have been produced, a version in Excel and a version in Word. This gives the option to complete the tracker in e-version or on paper in line with your setting assessment systems and policy. The following instructions are pertinent to both versions.

Step 1

Complete the child details at the top of the form, write the full name of the child, surname in upper case and the date of birth in date form e.g. (01/09/2020).

London Borough of Hounslow

Early Years SEND Individual Progress Tracker

| Child's name | Khaled WILLIAMS | | Child's date of birth | 01/09/2020 |

Chronological Age of the Child / Assessment Period by colour	0 - 4mths	4 - 8mths	8 - 12mths	12 - 14mths	14 - 16mths	16 - 18mths	18 - 20mths	20 - 22mths	22 - 24mths	24 - 32mths	28 - 32mths	32- -36mths	36 - 40mths	4
Prime Areas of Learning	**Range 1** *0 -12mths*			**Range 2** *12 -18mths*			**Range 3** *18 -24mths*			**Range 4** *24 - 36mths*			*36*	
	E	D	S	E	D	S	E	D	S	E	D	S	E	
PSED Making Relationships														
Sense of Self														

Step 2

Note the child's chronological age in months and highlight the appropriate box on the top line next to – (**Chronological Age of the Child/Assessment Period by Colour**). Shade the corresponding cell in grey. This shaded cell will show where the child should typically be tracking for their chronological age.
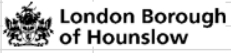

London Borough of Hounslow

Early Years SEND Individual Progress Tracker

| Child's name | Khaled WILLIAMS | | Child's date of birth | 20/09/2020 |

Chronological Age of the Child / Assessment Period by colour	0 - 4mths	4 - 8mths	8 - 12mths	12 - 14mths	14 - 16mths	16 - 18mths	18 - 20mths	20 - 22mths	22 - 24mths	24 - 32mths	28 - 32mths	32- -36mths	36 - 40mths	4
Prime Areas of Learning	**Range 1** *0 -12mths*			**Range 2** *12 -18mths*			**Range 3** *18 -24mths*			**Range 4** *24 - 36mths*			*36*	
	E	D	S	E	D	S	E	D	S	E	D	S	E	
PSED Making Relationships														
Sense of Self														
Understanding Emotions														
C&L Listening & Attention														
Understanding														
Speaking														

Step 3

Go down to the Key below and complete the date of the '*On entry*' assessment period and add in the child's chronological age in months.

London Borough of Hounslow

Early Years SEND Individual Progress Tracker

| Child's name | Khaled WILLIAMS | | | | | | | | | | Child's date of birth | | 20/09/2020 |

Chronological Age of the Child / Assessment Period by colour	0-4mths	4-8mths	8-12mths	12-14mths	14-16mths	16-18mths	18-20mths	20-22mths	22-24mths	24-32mths	28-32mths	32--36mths	36-
Prime Areas of Learning	**Range 1** 0-12mths			**Range 2** 12-18mths			**Range 3** 18-24mths			**Range 4** 24-36mths			
	E	D	S	E	D	S	E	D	S	E	D	S	
PSED Making Relationships													
Sense of Self													
Understanding Emotions													
C&L Listening & Attention													
Understanding													
Speaking													
PD Moving and Handling													
Health & Self-care													

Assessment Period	Date	Age in months		Comments / Additional Note
On entry	20/09/2020	36 months		
1st assessment period				

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Step 4

For each of the 8 Aspects for the Prime Areas of Learning place a grey cross in the corresponding Range, noting whether the child is Emerging, Developing or Secure within that Range.

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Early Years SEND Individual Progress Tracker

| Child's name | Khaled WILLIAMS | | | | | | | | | | Child's date of birth | 20/09/2020 |

Chronological Age of the Child / Assessment Period by colour		0-4mths	4-8mths	8-12mths	12-14mths	14-16mths	16-18mths	18-20mths	20-22mths	22-24mths	24-32mths	28-32mths	32--36mths	36-40mths
Prime Areas of Learning		Range 1 0-12mths			Range 2 12-18mths			Range 3 18-24mths			Range 4 24-36mths			36
		E	D	S	E	D	S	E	D	S	E	D	S	E
PSED	Making Relationships				x									
	Sense of Self						x							
	Understanding Emotions					x								
C&L	Listening & Attention				x									
	Understanding				x									
	Speaking				x									
PD	Moving and Handling										x			
	Health & Self-care					x								

Assessment Period	Date	Age in months	Comments / Additional Notes
On entry	20/09/2021	36 months	
1st assessment period			

Step 5

Then repeat this sequence for all subsequent assessments throughout the year in-line with your setting assessment system / Policy. For each subsequent assessment remember to shade the child's chronological age in the top row of the table and use the corresponding colour for the assessment period by choosing the next colour in the key. Complete the key with the date of the child's chronological age and date of the assessment.

In the case where the child has not made progress since the last assessment period, place a cross the colour of the current assessment period in the **same** box. For each assessment period, regardless of progress, there will be a coloured cross for each of the *Birth to 5 Matter*s eight Aspects within the 3 Prime areas of learning. This will be an alert indicating lack of progress and the reasons for this will need to be explored and noted in the **Comments/Additional** Notes box next to the relevant assessment period.

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Early Years SEND Individual Progress Tracker

Child's name	Khaled WILLIAMS		Child's date of birth	20/09/2020

Chronological Age of the Child / Assessment Period by colour	0-4mths	4-8mths	8-12mths	12-14mths	14-16mths	16-18mths	18-20mths	20-22mths	22-24mths	24-32mths	28-32mths	32-36mths	36-40mths	40-44mths	44-48mths	48-52mths	52 to 56mths	56-60mths

Prime Areas of Learning		Range 1 0-12mths			Range 2 12-18mths			Range 3 18-24mths			Range 4 24-36mths			Range 5 36-48mths			Range 6 48-60 mths		
		E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
PSED	Making Relationships				x	x		x											
	Sense of Self						x	x	x										
	Understanding Emotions					x	x	x											
C&L	Listening & Attention				x	x	x												
	Understanding				x	x	x												
	Speaking				x	x x													
PD	Moving and Handling										x	x	x						
	Health & Self-care				x		x	x											

Assessment Period	Date	Age in months	Comments / Additional Notes
On entry	30/09/2023	36 months	
1st assessment period	~~06/12/2023~~	~~39 months~~	
2nd assessment period	07/03/2024	43 months	Development has remained the same in C&L - Speaking possibly due to prolonged ear infection.
3rd assessment period			
4th assessment period			
5th assessment period			

Step 6

The gap between the child's chronological age and current level of development will be evident by counting the months between the boxes marked with crosses up to the point of the child's chronological age that you have included at the top of the table.

i.e. – count the boxes left white or that are not marked up to the child's chronological age to calculate the level of delay across the Ranges.

Early Years SEND Individual Progress Tracker

Child's name	Khaled WILLIAMS		Child's date of birth	20/09/2020

Chronological Age of the Child / Assessment Period by colour	0 - 4mths	4 - 8mths	8 - 12mths	12 - 14mths	14 - 16mths	16 - 18mths	18 - 20mths	20 - 22mths	22 - 24mths	24 - 32mths	28 - 32mths	32 - 36mths	36 - 40mths	40 - 44mths	44 - 48mths	48 - 52mths	52 to 56mths	56 - 60mths

Prime Areas of Learning	Range 1 0 -12mths			Range 2 12 -18mths			Range 3 18 -24mths			Range 4 24 - 36mths			Range 5 36 - 48mths			Range 6 48 - 60 mths		
	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
PSED Making Relationships				x	x			x										
Sense of Self					x		x	x										
Understanding Emotions				x	x		x											
C&L Listening & Attention				x	x		x											
Understanding				x	x		x											
Speaking				x	x x													
PD Moving and Handling										x	x	x						
Health & Self-care				x	x		x											

Assessment Period	Date	Age in months	Comments / Additional Notes
On entry	30/09/2023	36 months	
1st assessment period	06/12/2023	39 months	
2nd assessment period	07/03/2024	43 months	Development has remained the same in C&L - Speaking possibly due to prolonged ear infection.
3rd assessment period			
4th assessment period			
5th assessment period			

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Step 7

The child's rate of progress will be evident by looking at the number of marked boxes over time that move towards the child's chronological age.

In the example below the child has moved from Range 2 Developing to Range 3 Emerging in the Aspect of Making Relationships during the 1st assessment period but had not made progress within Speaking in the second assessment period and a comment then added in the *Comments / Additional Notes* section.

What do I do if the child has made rapid progress, can I mark two boxes?

No, if the child has moved from Developing in one Range to Emerging in the next age range, only place a cross in the current assessment box leaving the box(es) in between white/unmarked.

Can I keep using the same Early Years SEND Individual Progress Tracker if the child is staying at the setting for a period longer than one year?

Yes, the same table can be used, subsequent colours can be added to the Key to include further assessment periods if required.

Early Years SEND Individual Progress Tracker

| Child's name | Khaled WILLIAMS | | | | | | | Child's date of birth | 20/09/2020 | | | | | | | | | | |

Chronological Age of the Child / Assessment Period by colour		0 - 4mths	4 - 8mths	8 - 12mths	12 - 14mths	14 - 16mths	16 - 18mths	18 - 20mths	20 - 22mths	22 - 24mths	24 - 32mths	28 - 32mths	32 - 36mths	36 - 40mths	40 - 44mths	44 - 48mths	48 - 52mths	52 to 56mths	56 - 60mths
Prime Areas of Learning		**Range 1** 0 - 12mths			**Range 2** 12 - 18mths			**Range 3** 18 - 24mths			**Range 4** 24 - 36mths			**Range 5** 36 - 48mths			**Range 6** 48 - 60 mths		
		E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
PSED	Making Relationships				x	x		x											
	Sense of Self					x	x	x	x										
	Understanding Emotions				x	x		x	x										
C&L	Listening & Attention				x	x	x												
	Understanding				x	x	x												
	Speaking				x	x x													
PD	Moving and Handling										x	x	x						
	Health & Self-care				x	x	x												

Assessment Period	Date	Age in months	Comments / Additional Notes
On entry	30/09/2023	36 months	
1st assessment period	06/12/2023	39 months	
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3rd assessment period			
4th assessment period			
5th assessment period			

What can I use this Early Years SEND Individual Progress Tracker to support with?

This Early Years SEND Individual Progress Tracker can be used for the following purposes:

- Support the completion of a SEN Inclusion Funding Request Form
- Support the completion of an EHC Needs Assessment Request
- Sharing information with parents
- Sharing information with and/or referrals to outside agencies
- EYFS Progress check at age two
- Support with judgements on progress to inform SEN Inclusion Fund Review Document / Provision Map(s)

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