

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.

	There judgements are based on the ski They are l												ly and i	.40,00	denti;	_			
Child's Nan	ne:				Areas of Development														
Child's Dat	e of Birth:	Personal, Social and Emotional Development		Communicatio n and Language		Physical Development		Literacy				matic	Uderstanding the World			Expressive Arts and Design		Prime areas	
Assessmen Period	Level of Development in relation to age related	SR	мs	BR	LAU	s	GMS	FMS	С	ΨR	v	N	1	PP	PC C	V.	CV M	BIE	Personal, social and emotional development
	₩orking at or above																		Self-Regulation Managing Self
	Working towards			_	-						\vdash	 /						\vdash	Building Relationships
On Entry	Working below																		Communication
	Working significantly below											/							and language Listening, Attention
	Working at or above																		and Understanding
1st	Working towards																		Speaking Physical
	Working below										/								development Gross Motor Skills
	Working significantly below																		Fine Motor Skills
	Working at or above																		Specific areas Literacy
	Working towards								_	/									Comprehension
2nd	Working below																		Word Reading Writing
	Working significantly below								-										Mathematics
	Working at or above														-				Number Numerical Pattern
	Working towards																		Understanding the
3rd	Working below																		Past and Present
	Working significantly below																		People, Culture an Communities
	Working at or above																		The Natural World
4.1	Working towards																		Expressive Arts and Design
4th	Working below																		Creating with
	Working significantly below																		Materials Being Imaginative
	Working at or above																		and Expressive
5th	Working towards					$\overline{}$													
əth	₩orking below																		
	Working significantly 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.

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.

EY	FS Early Learning Goals	Support in Birth to 5 Matters							
CL	Listening, Attention and Understanding	CL:	Listening and Attention						
	Speaking	CL:	Speaking						
PSED	Self-Regulation	Charact	eristics of Effective Learning						
		PSED:	Understanding Emotions						
		CL:	Listening and Attention						
	Managing Self	Charact	eristics 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								

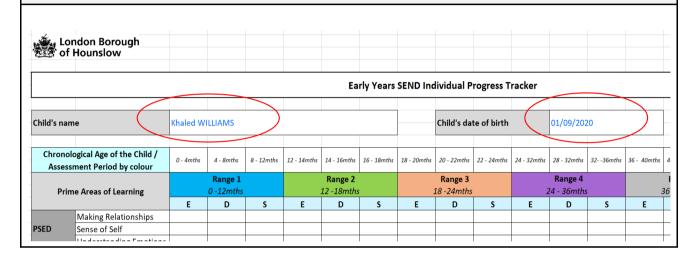
How to complete the Early Years SEND Individual Progress Tracker

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 eversion or on paper in line with your setting assessment systems and policy. The following instructions are pertinent to both versions.

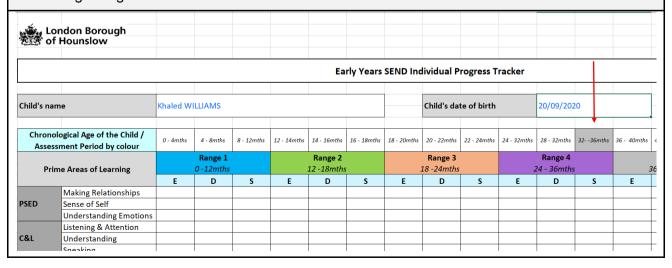
Step 1

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).

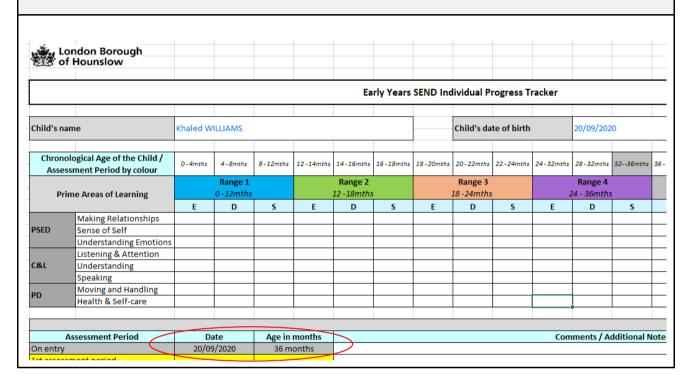


Step 2

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.



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.



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.

o C	ondon Borough of Hounslow													
						Ea	arly Years	SEND Inc	lividual P	rogress T	racker			
Child's na	ame	Khaled Wi	ILLIAMS						Child's da	te of birth		20/09/202		
	Chronological Age of the Child / Assessment Period by colour		4-8mths	8 - 12mths	12 - 14mths	12-14mths 14-16mths 16-18m		18 - 20mths	20 - 22mths	22 - 24mths	24 - 32mths	28 - 32mths	3236mths	36 - 40mth
Pr	rime Areas of Learning	Range 1 0 -12mths E D S			E.	Range 2 12 -18mths		E	Range 3 18 -24mths	s	2 E	Range 4 24 - 36mths D	E	
	Making Relationships			3	X		3			- 3			S	
PSED	Sense of Self						X							
	Understanding Emotions					Х							'	
	Listening & Attention				х							T	'	
C&L	Understanding				X									
	Speaking				X									
PD	Moving and Handling										Х			
PD	Health & Self-care					Х								
	Assessment Period		ate	Ago in	months						Con	monts / A	dditional N	letes
On entry			9/2021		onths						Com	ments / At	Juluviiai iv	Oles
	ssment period	20,03	/2021	301	Ulitiis									

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 Matters* 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.

						Ear	rly Years	SEND Ind	lividual P	rogress T	racker									
Child's n	ame	Khaled W	ILLIAMS						Child's dat	e of birth		20/09/202	20							
	nological Age of the Child / essment Period by colour	0 - 4mths	4 - Smths	8 - 12mths	12 - 14mths	14 - 16mths	16 - 18mths	18 - 20mths	20 - 22mths	22 - 24mths	24 - 32mths	28 - 32mths	3236mths	36 - 40mths	40 - 44mths	44 - 48mths	48 - 52mths	52 to 56mths	56 - 60mths	
			Range 1			Range 2		Range 3				Range 4			Range 5			Range 6		
F	rime Areas of Learning		0 -12mths			12 -18mths			18 -24mths			24 - 36mth:			36 - 48mth.			18 - 60 mth		
		E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	
2000	Making Relationships				Х	X		X												
PSED	Sense of Self						Х	X	X											
	Understanding Emotion	5				X	X	Х												
	Listening & Attention				Х	X	Х													
C&L	Understanding				Х	X	Х													
	Speaking				Х	XX														
PD	Moving and Handling										X	X	Х							
	Health & Self-care					X	Х	Х												
							$\overline{}$													
	Assessment Period	n:	ate	Δσe in	months			$\overline{}$			Cor	nments / Δ	dditional N	ntes						
On entr		30/09			onths			$\overline{}$				inicines / I	adicional is	0125						
	essment period		/2023		enths									$\overline{}$						
	essment period		/2024	43 m		Developm	ent has rer	nained the	same in C8	L - Speakin	g possibly	due to pro	onged ear i	infection.						
	essment period										0 1 - 3 - 3									
	essment period																			
	essment period																			

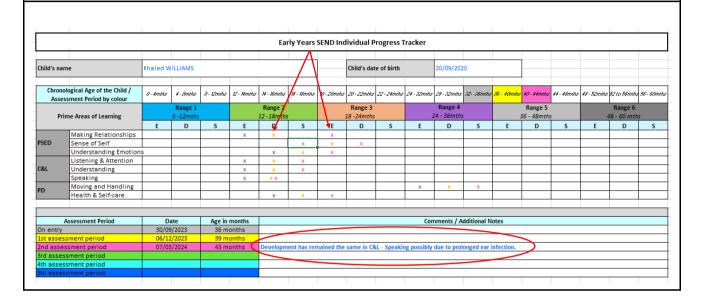
The gap between the child's chronological age and current level of development will be evident by counting the months between the boxes marked with crosses up to the point of the child's chronological age that you have included at the top of the table.

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.

						Ear	rly Years	SEND Ind	lividual P	rogress T	racker									
Child's na	ime	Khaled W	ILLIAMS						Child's dat	e of birth		20/09/2020								
	ological Age of the Child / essment Period by colour	0 - 4mths	4 - Smths	8 - 12mths	12 - Mmths	14 - 16mths	16 - 18mths	18 - 20mths	20 - 22mths	22 - 24mths	24 - 32mths	28 - 32mths	3236mths	36 - 40mths	40 - 44mths	44 - 48mths	48 - 52mths	52 to 56mths	56 - 60mth.	
			Range 1			Range 2			Range 3			Range 4			Range 5			Range 6		
Pi	rime Areas of Learning		0 -12mths			12 -18mths			18 -24mths		2	24 - 36mth:			36 - 48mths		48 - 60 mth		5	
		E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	
	Making Relationships				x	X		x	•					\rightarrow						
	Sense of Self						Х	X	х											
	Understanding Emotion	ns				X	X	Х												
	Listening & Attention				X	X	X													
C&L	Understanding				x	X	x													
	Speaking				X	хх														
PD	Moving and Handling										X	X	X							
	Health & Self-care					X	X	X												
	Assessment Period	Di	ate	Age in	months						Con	nments / A	dditional N	otes						
On entry		30/09	/2023	36 m	onths															
1st asse	ssment period	06/12	/2023	39 m	onths															
2nd asse	essment period	07/03	/2024	43 m	onths	Developm	ent has rer	nained the	same in C8	L - Speakir	ng possibly	due to pro	onged ear	infection.						
3rd asse	ssment period																			
4th asse	ssment period																			
5th asse	ssment period																			

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.

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1						Early Years SEND Individual Progress Tracker														
								_												
Child's na	ame	Khaled W	/ILLIAMS					Ī		Child's dat	e of birth	20/09/2020		<u>10</u>						
	nological Age of the Child / essment Period by colour	0 - 4mths	4 - Smths	8 - 12mths	12 - 14mths	14 - 16mths	N - 1807	71/hs	s 18 - 20mths	20 - 22mths	22 - 24mths	24 - 32mths	28 - 32mths	3236mths	36 - 40mths	40 - 44mths	44 - 48mths	48 - 52mths	52 to 56mths	56 - 60mths
Р	rime Areas of Learning		Range 1 0 -12mths			Range 2 12 -18mths				Range 3 18 -24mths		Range 4 24 - 36mt		;		Range 5 36 - 48mth:	s		Range 6 48 - 60 mth	s
		E	D	S	E	D	S,	Γ	E	D	S	E	D	S	E	D	S	E	D	S
	Making Relationships				х	x		•	x											
PSED	Sense of Self						Х		X	x										
	Understanding Emotion	IS				х	X	_	X											
	Listening & Attention				Х	X	Х													
C&L	Understanding				X	X	X													
	Speaking				х	хх														
PD	Moving and Handling											х	X	Х						
	Health & Self-care					х	X	_	X		<u> </u>									
								_												
	Assessment Period	D	ate	Age in	months			-				Cor	nments / A	dditional N	otes					
On entry			9/2023		onths															
	ssment period		2/2023		onths			_												
	essment period		3/2024			Developm	ent has	s re	mained the	same in C8	L - Speakir	ng possibly	due to pro	onged ear	infection.					
3rd asse	essment period																			
4th asse	essment period																			
5th asse	essment period																			
								_												

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.

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-							Early Years SEND Individual Progress Tracker													
-	Child's nam	e	Khaled W	ILLIAMS						Child's date of birth			20/09/2020							
1		ogical Age of the Child / ment Period by colour	0 - 4mths	4 - Smths	8 - 12mths	12 - 14mths	14 - 16mths	16 - 18mths	19 - 20mths	20 - 22mths	22 - 24mths	24 - 32mths	28 - 32mths	3236mths	36 - 40mths	40 - 44mths	44 - 48mths	48 - 52mths	52 to 56mth.	s 56 - 60mths
	Prim	ne Areas of Learning		Range 1 0 -12mths			Range 2 12 -18mths			Range 3 18 -24mths		Range 24 - 36m				Range 5 36 - 48mth	ıs		Range 6 48 - 60 mth	
			E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
_1		Making Relationships				X	X		X											
F	SED	Sense of Self						Х	X	x										
		Understanding Emotion	S				X	X	X											
		Listening & Attention				x	X	х												
0	&L	Understanding				X	X	x												
		Speaking				х	хх													
	D	Moving and Handling										X	X	x						
ı		Health & Self-care					х	x	x											
4		ssessment Period		ate		months						Con	nments / A	dditional N	otes					
-	n entry			/2023		onths														
		ment period	06/12			onths														
		sment period	07/03	/2024	43 m	onths	Developm	ent has rei	nained the	same in C8	L - Speaki	ng possibly	due to pro	onged ear i	infection.					
		ment period																		
4	th assessment period																			
	tir assess	ment 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)