

Bristol Progress Check at Two – Pathway for Assessment

This flow diagram shows the pathway for making a professional summative assessment of a child's development and learning for the statutory Progress Check at age two. It can be used to complete the Bristol Progress Check at Two form or to inform a setting's own processes for the check. The progress check should always be a collaborative process, undertaken in partnership with parents and/ or carers.

The Statutory EYFS (2024) states:

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short, written summary of their child's development in the prime areas.

The summary must:

- Highlight areas in which a child is progressing well.
- Highlight areas in which some additional support might be needed.
- Focus particularly on any areas where there is a concern that a child may have a developmental delay, which may indicate a special educational need or disability.
- Describe the activities and strategies the provider intends to adopt to address any issues or concerns. This plan should involve parents and carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.



Please refer to the details in the [statutory EYFS for group providers and schools](#) or the [statutory EYFS for Childminders](#).

The Progress Check at Two is a best-fit, snapshot of a child's development and progress undertaken at any point between the ages of 24 and 36 months but is usually carried out somewhere around 30 months. The check should be a celebration of the child's achievements and progress. It informs parents and carers, and other professionals involved with the child, of the support needed to ensure continuing progress and identify any concerns that may need further investigation.

Where children's development and learning appears to be following a delayed or different learning and development pathway it is important to consider the range of possible reasons for this including emerging special needs. These may include:

- whether the setting's provision and practices are appropriate to the child's developmental stage
- how well the setting is employing adjustments and adaptations in the [Ordinarily Available Provision](#) guidance
- the key person's attachment and relationship with the child
- the child's preferred communication system or language
- their life experiences and family history
- any emerging additional needs.



These factors should be explored together with families, practitioners, the SENCo and other professionals working with families before looking to make an early identification of emerging needs.

To create a holistic understanding of the child's development and inform any additional support needed, the Bristol progress check at two should include feedback from the family's discussions with their health visitor. It is also good practice to share the range of health and supportive services and groups available from the Family Hub and local Children's Centre. For some families, a referral to [Family Support services](#) may also be appropriate to complete, with consent. The referral form is available on the [Bristol Early Years website](#)

Bristol Children's Centre Hubs links: [North Bristol](#) [East Bristol](#) [Central Bristol](#) [South Bristol](#)

Making the Progress Check at Two

Discussion based on ongoing formative assessment, together with a strong parent/carer partnership keeps the child at the centre of the assessment, captures the family's perspective and creates a brief pen-picture of the child's interests, strengths and preferences. Settings should also refer to the [Bristol Assessment Guidance](#) document when making assessments.

About Me. Record key information about the child including languages spoken at home and information about the child's interests and play preferences at home and in the setting. The progress check at two should include a short narrative about the child's development in the statutory characteristics of effective teaching and learning. [The Bristol Characteristics of Effective Learning Toolkit](#) can be used to support this.

EYFS Prime Areas. This summarises the child's learning in the EYFS prime areas. Practitioners should write a short celebratory statement about what and how the child is learning and developing in each of the three prime areas of learning. Practitioners should write comments in relation to how a child is supported to demonstrate their learning and development using their professional knowledge of the child in collaboration with the family.

Healthy Child Development. Practitioners should discuss any feedback and comments from discussions with the Health Visitor or other services (if seen recently). This is a good opportunity to open up conversation about eating, toilet training, and any behavioural or emotional challenges at home.

GP & Dentist. It is good practice to ask whether a child and family have a GP and see a dentist. The practitioner can link the family to the Family Hub or Children's Centre for support to access these vital services.

Shared Priorities for Progress. Together with the family, the practitioner must agree some actions for the setting and at home to support the child's development and learning. This must describe the activities and strategies the provider intends to adopt to address any issues or concerns (statutory EYFS 2024). Practitioners can refer to their setting's curriculum and their chosen curriculum guidance to help with what might be appropriate for the child to learn next. Settings using a language screening tool such as WellComm can also use this to identify the next steps in development for speech and language.

Is the child's learning and development following an expected pathway of progress, or are there any indications that it might be delayed or different? At this point a practitioner may consider age or range-related learning and development descriptors and milestones using a holistic, best-fit approach. (Development statements or ranges should not be used as a tick-list). For some children differences or delays in development and learning will need to be discussed in a supportive and sensitive way. Much of this should already have been discussed and shared with the family through ongoing parent partnerships and formative interactions.

When writing comments, it is important to identify which area or areas of learning that the child may show differences or delay in **and** what agreed strategies and adjustments will be put in place to support this.

If there are concerns that a child may be on a delayed or different pathway, the assessment flow diagram on the next page signposts practitioners and leaders to the series of steps in reviewing practice and provision, and tools for more precise assessment. These will help to inform and plan any additional strategies, adjustments or adaptations to the daily provision and practice to support the child's learning.

Referrals and Requests for further support. In some instances, it may be necessary to work with the setting's SENCo to make a referral or request for support from other services such as Speech & Language. This should be recorded and agreed with the family in this section.

Signatures. Everyone should sign and agree the Progress Check.

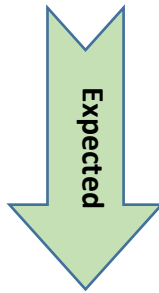
Bristol Progress Check at Two Pathway

Ongoing formative assessment in partnership with parents/ carers



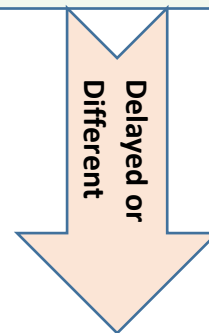
Summative progress check at age 2.

A summary of a child's learning and development including professional indication of whether a child's development may need additional support.



Child is following an expected pathway of development.


Carry on looking for opportunities to challenge and deepen development & learning within the curriculum.



Child appears to be on a delayed or different pathway of development. Carry on looking for opportunities to challenge and deepen development & learning within the curriculum *and*

Gather more information about possible barriers to learning and development that can be addressed.

- Further conversations with parents, colleagues and other professionals involved.
- More closely observe and monitor the child's development & learning.
- Review setting's provision and practice (see box 1)
- Use more precise assessment (see box 2)
- Consider early identification and assessment of needs and consult with the SENCO (see box 3)



Assessment
Tools

Assessment Toolkit

1

Review Provision and Practice

- Refer to [B25M](#)'s Positive Relationships and Enabling Environments columns for ideas to enhance provision and practice to support specific areas of learning and development
- Refer to [Bristol Characteristics of Effective Learning](#) positive relationships and enabling environments columns for guidance to support how children learn
- Refer to the [Ordinarily Available Provision](#) (OAP) document for guidance around provision and practice.

2

More Precise Assessment

- Bristol Characteristics of Effective Learning Assessment Tool to help understand HOW a child is learning and to plan appropriate support.
- Refer to C&L assessment documents e.g.
 - [WellComm Language Screening Tool](#)
 - [Universally Speaking Ages and stages of Children's Communication Development](#)
 - [Sirona Speech & Language referral Guide](#)
- For children with EAL, [The Bell Foundation](#) and [NALDIC](#) are useful

3

Early Identification of Need at Age Two

Where a child's learning and development is still a cause for concern after reviewing provision and using finer graded assessment tools, the SENCO should be consulted to consider if investigating early identification of need is appropriate.

- Work in partnership with parents/carers and the SENCO
- Consult with the Inclusion Team to develop provision and practice to meet needs.
- Use [DEYO](#) (Differentiated Early Years Outcomes) aligned to B25M. The additional small-step red statements along with the black B25Ms statements will support summative assessment, curriculum planning and target setting for children with SEND.
- Refer to section 2 of the [Ordinarily Available Provision](#) (OAP) document against identified need for individualised guidance on provision.
- Follow a graduated approach to support achievement of outcomes, using IEPs, BSSP or EHCP as appropriate. Ensure reference is made to the Children and Young People's Outcomes Framework.
- Specific assessment and provision guidance documents where there is involvement from specialist support teams.
 - AET (BAT)
 - Developmental Journal for children with Downs Syndrome
 - Visual impairment, etc.

Glossary of terms

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|------|--|-------|---|
| B25M | Birth to Five Matters | BCOEL | Bristol Characteristics of Effective Learning |
| OP&L | Observation of Play & Learning (Password: BEYA2021) | DEYO | Differentiated Early Years Outcomes |
| | | AET | Autism Education Trust Framework |
| OAP | Ordinarily Available Provision | BSSP | Bristol SEND Support Plan |
| BAT | Bristol Autism Team | IEP | Individual Education Plan |
| EHCP | Education, Health and Care Plan | DM | Development Matters |