

SCASS Nursery Information Form

## Under 5s Social Communication Pathway Early Years Developmental Review

This assessment is based on the DfE's Development Matters. It uses observational checkpoints to understand whether the child is developmentally 'On Track' or 'Not on Track'. When completing this assessment if the child is 'Not on Track' please describe how this may impact the child within the Early Years Provision. **Statements highlighted in this colour indicate this milestone is expect around the child's 3<sup>rd</sup> birthday.**

<b>Communication and Language</b>	On Track	Not on Track
The child listens to and responds to simple instructions like 'Adam, put your shoes on'		
The child is using a range of adult like speech patterns (jargon) and at least 20 clear words (50 words in total with 20 clear words and		
The child can point to things and use gestures to show thing to adults and share interests		
The child understands lots of different single words and some two-word phrases, such as 'give me' or 'shoes on'		
The child is showing an interest in what other children are playing and sometimes joins in		
The child is beginning to put two or three words together and frequently asks questions such as the names of people and objects		
The child understands action words by pointing to the right picture in a book, for example 'who's jumping?'		
The child is linking up to 5 words together and can follow instructions with three key words such as 'can you wash dolly's face?'		
The child can shift from one task to another if you get their attention. For example 'Jason stop now, put the toys away'		

Practitioner's comments:

<b>Personal Social and emotional development</b>	On Track	Not on Track
The child responds to their name and responds to the emotions in your voice		
The child is increasingly curious about their world and wanting to explore it and be noticed by you		
The child is starting to see themselves as a separate person. They are beginning to decide what they want to play with, what to eat and what to wear		
The child is beginning to enjoy the company of other children and wants to play with them		
The child can sometimes manage to share or take turns with others, with adult guidance and understands 'yours' and 'mine'		
The child takes part in pretend play such as 'mummy' or 'daddy'		
The child takes part in other pretend play with different roles		
The child can generally negotiate solutions to conflicts in their play		

**Does the child...**

- Seem worried, sad or angry for much of the time
- Flit from one thing to the next or seem to stay for over long periods doing the same thing
- Become distressed if they are encouraged to do something different or during routine transitions

Practitioner's comments:

<b>Physical Development</b>	On Track	Not on Track
The child moves with ease and enjoyment		
The child runs well, kicks a ball and jumps with both feet off the ground at the same time		
The child can climb confidently, catch a large ball and pedal a tricycle		
The child shows an increase in desire to be independent, such as feeding themselves and dressing		

Practitioner's comments:

**Unusual Sensory or repetitive behaviours**

Tell us about anything unusual that the child likes to do over and over again and any sensory interest that are unusual for their age and developmental stage.

**Play**

Tell us what they like to play with and how they spend their time in setting.

**Challenges**

Tell us about any challenges the child has experienced in their life, including exposure to ACES.

**Home**

Tell us anything you think might be important about the home environment.

Do you have any other additional information you feel would be relevant?

**Please save this form and attach it to the online referral for professionals form.**