

Newcastle Early Years Assessment Screen 2022 Guidance



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The Early Years Assessment Screen has been created with a variety of professionals from different services in Newcastle. It builds on the original Early Years Screen which was created in 2013.

The Early Years Assessment Screen should be used to assess the development of children in their early years (0-5 years), who have been identified as potentially not being on track in at least one area of their learning. It can be used from 12 months until the end of reception at 5 years.

The document has been redesigned to fit in with the Four Broad Areas of Need within the Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

It also includes two additional areas:

- Preparation for Adulthood
- Sensory Processing

How to use the assessment

. This assessment can be used in one of two ways:

1. As a one off assessment screen to assess a child's individual development. This taken as a snapshot to further understand a child's wider development and to support any additional interventions or referrals to other services.
2. As a tool to track a child's rate of progress if they are not on track in their development.

Please refer to the example, which has been designed to support practitioners to complete the assessment.

Initially the child's key worker should complete a baseline assessment. This should be completed by highlighting the statements a child can do securely, on each page in pink.

Cognition and Learning

12 – 15 months	Throws toys and watches them fall to the floor
	Puts objects in and out of an open container
	Places rings onto a peg (not in order)
	Explores noise making toys
15 – 18 months	Presses buttons / switches to operate cause and effect toys
	Looks at pictures in a book
	Watches toy being hidden and tries to find it
	Rolls a ball backwards and forwards to an adult

Once each area has been completed as part of the baseline, the practitioner should complete the 'Summary of Assessment' on the front page. This should be completed by identifying the current age band the child is working within. For the example above, the child would be working within the 15-18 month stage of development, as shown below.

Summary of Assessment

	Age band child is working within							
	Baseline: Start of Term 1							
Date of assessment	10/09/2021							
Childs age in months	28 months							
Communication	12-15 months							
Interaction	12-15 months							
Cognition and Learning	15-18 months							
Social, Emotional and Mental Health	0-6 months							
Physical – Gross motor	18-24 months							
Physical – Fine Motor	15-18 months							
Preparing for Adulthood	12-15 months							
Sensory & Activities of Daily Living (ADLs)	Yes	No						
	15	8						

If this document is used as a progress tracker, then the statements should be highlighted in a different colour for each term.

- Pink – Baseline at the beginning of the term (For example, beginning of September).
- Yellow – End of Term 1 (For example, at the end of the Autumn Term).
- Green – End of Term 2 (For example, at the end of the Spring Term).
- Blue – End of Term 3 (For example, at the end of the Summer Term).

Cognition and Learning

12 – 15 months	Throws toys and watches them fall to the floor
	Puts objects in and out of an open container
	Places rings onto a peg (not in order)
	Explores noise making toys
15 – 18 months	Presses buttons / switches to operate cause and effect toys
	Looks at pictures in a book
	Watches toy being hidden and tries to find it
	Rolls a ball backwards and forwards to an adult
18 – 24 months	Puts pieces in shape sorter by trial and error
	Shows awareness of function of toys <u>e.g.</u> pushes a car, pretends to drink from a cup, puts phone to ear
	Looks under flaps for pictures in a book
	Recognises self in the mirror or in photographs
24 – 30 months	Matches parts of objects that fit together <u>e.g.</u> lid on teapot, tops on bottles
	Begins to move to music, listen to or join in with rhymes or songs
	Places pieces into a simple inset puzzle with some trial and error
	Performs single actions of pretend play <u>e.g.</u> feeds teddy, brushes hair of doll
36 months	Can sort objects by category <u>e.g.</u> size, colour, type

When completing the Sensory Functioning in Activities of Daily Living (ADLs) Assessment on page 11, please delete the options highlighted in yellow to show clear examples of any daily living tasks the child may seek out or avoid. Complete the baseline assessment in pink. Add the total number of Yes and No answers and complete the box at the bottom of the page.

Sensory Functioning in Activities of Daily Living (ADLs)

If you have any concerns about a child's sensory processing, then complete this form if a child is over 24 months **(delete where appropriate)**.

<u>Activity of Daily Living</u>	Yes	No
<u>Sleep</u>		
Takes a long time to go to sleep and wakes up very early		
Difficulty staying asleep through the night often waking up for more than 1 hour		
Seeks pressure/boundaries to get to and/or stay asleep		
<u>Eating</u>		
Avoids tastes and smells, and seeks mouthing of food and non-food items		
Seeks exploring and eating food with hands		
Avoids specific food textures and mixtures		
<u>Washing & Bathing</u>		
Seeks/Avoids certain temperatures of water		
Avoids face washing and/or rest of body		
Avoids hair care activities <u>e.g.</u> washing/brushing/cutting		
Seeks/Avoids rough/tight towel drying		

If you are using the document as a tracker. Then for each term you can print an additional Sensory Functioning in Activities of Daily Living (ADLs) Assessment each term, and just add it into the document. Complete this in the relevant colour for the appropriate assessment term e.g.

- Yellow – End of Term 1 (For example, end of Autumn)
- Green – End of Term 2 (For example, end of Spring)
- Blue – End of Term 3 (For example, end of Summer)

Once each term's assessment has been completed, the practitioner should complete the summary of assessment on the front page. Once a full academic year of assessments have been completed, the summary should look like this:

Summary of Assessment

	Age band child is working within							
	Baseline: Start of Term 1		End of Term 1 (Autumn)		End of Term 2 (Spring)		End of Term 3 (Summer)	
Date of assessment	10/09/2021		20/12/2021		28/03/2022		15/07/2022	
Child's age in months	28 months		32 months		35 months		38 months	
Communication	12-15 months		15-18 months		18-24 months		24-30 months	
Interaction	12-15 months		15-18 months		18-30 months		24-30 months	
Cognition and Learning	15-18 months		18-24 months		24-30 months		36-42 months On track	
Social, Emotional and Mental Health	0-6 months		12-18 months		24-30 months		24-30 months	
Physical – Gross motor	18-24 months		24-30 months		30-36 months On track		36-42 months On track	
Physical – Fine Motor	15-18 months		18-24 months		24-30 months		30-36 months	
Preparing for Adulthood	12-15 months		18-24 months		30-36 months		30-36 months	
Sensory & Activities of Daily Living (ADLs)	Yes	No	Yes	No	Yes	No	Yes	No
	15	8	15	8	17	6	17	6

For any areas where the child is identified as being on track in their development, you can record this by writing 'on track' underneath the stage of development and highlighting this, as detailed above.

Outcome of the assessment

If the screen shows that the child is not at their expected stage of development for their chronological age, then please speak to your Senco and refer to the Universally Available Guidance for further advice and strategies.

If the child's development is significantly below what is expected for their chronological age, then refer them to the appropriate service and include a copy of this assessment with the referral. This could be SENDOS (Special Educational Needs and Disability Outreach Service), SALT (Speech and Language Therapy), 0-19 Service (Health Visitor or School Nurse Team) or Occupational Therapy (through the Health Visitor or SENDOS). Whilst waiting for further input from a specialist professional, please also refer to the Universally Available Guidance for further advice and support. If you are submitting a request for inclusion funding, you should include a copy of the Early Years Assessment Screen with your application.

If you have any questions or queries about the Assessment Screen or how to support a child once you have completed the assessment, please contact Lianne Dixon - Early Years Advisor for Inclusive Learning at lianne.dixon@newcastle.gov.uk or Kate Sturrock Specialist Teacher for Cognition and Learning at kathryn.sturrock@newcastle.gov.uk.