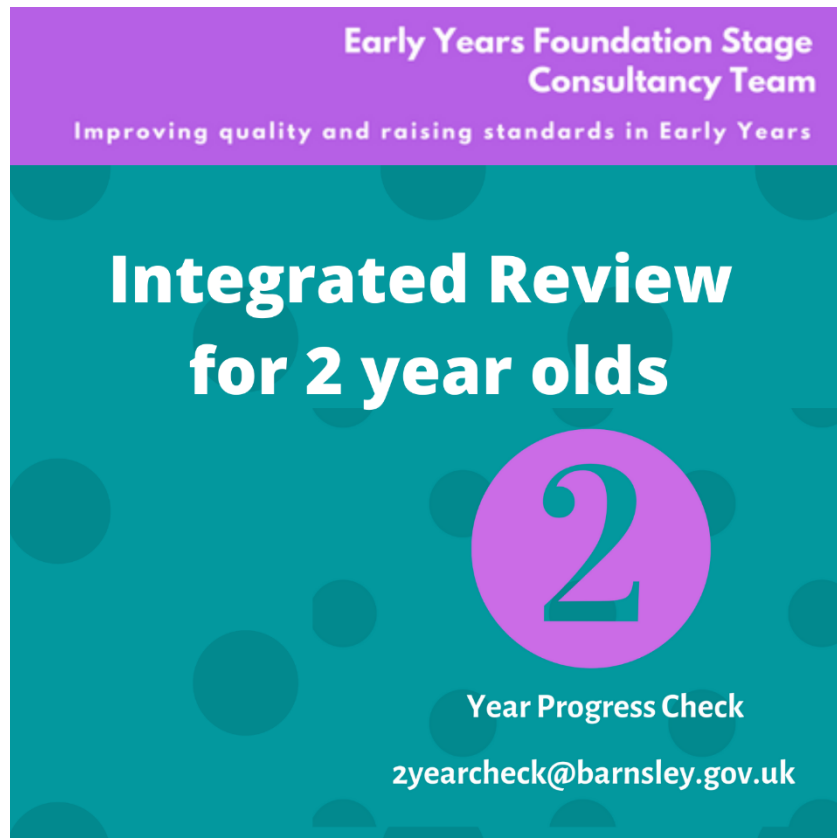


The Barnsley Practitioners Guide to the Integrated Review



**Guidance for health professionals and early years practitioners
working with children aged 2 years and their families.**



September 2021

Introduction

The aim of the **Integrated Review** is to bring together the **2 year progress check** with the **Healthy Child Programme (HCP) 2 – 2 and a half development review** into an integrated process. The **Integrated Review** will create and share a broad picture of the child’s development.








The **Integrated Review** is an opportunity for professionals to meet following the completion of the **2 year progress check** and the **Healthy Child Programme (HCP) 2 – 2 and a half development review** in order to look closely at how the child is developing and what support might be needed to help them reach their full potential. This is most effective when all professionals and parents work together.

Age two to two-and-a-half is an important time for a child and their parents. It is a period of rapid growth, learning and development in a young child’s life, and is also a crucial time when a child’s need for additional support from health services or the education system can become clear. While the care given during the first months and years of a baby’s life is critical for equipping them for the future, age two is another important stage where planned contact with all children and their parents can help to make a real difference to a child’s future outcomes.

Integrating the completed health and education reviews at age two will help to identify problems and offer effective early intervention for those children who need more support. Best practice is where information from assessments held jointly by health and education are used to identify children’s needs at an early age and to trigger the provision of individual support for children.

The **Integrated Review** is not only about integrating the content of the reviews, but it is also about drawing together the different skills and experiences of the health and education practitioners working with the child. This will support information sharing and integrated working across health and education to support a child’s healthy development.

Contents of this document:

Pages 3 – 4 	The purpose of an integrated review and how to arrange a meeting
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Pages 9 	Following an Integrated review meeting – reviewing and monitoring
Pages 10 – 14 	Additional tools and sources of information for both practitioners and parents
Pages 15-19 	Appendix (blank copies of BMBC Integrated Review action plan and 2 year progress check)

When thinking about their child's development parents may find it helpful to refer to materials such as *'What to Expect, When?'* Parents should be asked to bring their Personal Child Health Record (PCHR) or 'Red Book' and any other relevant records to the review.

- **Health visiting/child development practitioners can prepare for a joint meeting by:** reviewing their knowledge from any prior relationship with the family and where a family is not well known to them, reviewing the case records and other information sources available.
- **Early years practitioners can prepare for a joint meeting by:** Reviewing or completing the **2 year progress check** and considering any contextual information they have about the child and the family.

Success factors for parental engagement

- Multiple approaches: written/phone/text reminders.
- Ensuring all services who know the parent take the opportunity to inform/engage in ad hoc ways.
- Pitching as an 'entitlement' to support, rather than a check, to ensure vulnerable families do not feel singled out.

Considerations for special groups

- **Vulnerable parents:** face-to-face engagement from people that parents know and trust is important. Engagement by familiar early years staff works well for those with little prior engagement with health visitors.
- **Parents with English as an Additional Language (EAL):** extra time and resources may be needed for parents with EAL to engage and ensure full understanding.
- **Working parents:** sufficient advanced notice and choice of date, time and location may support engagement.
- **Fathers:** it is important to make clear that both parents can attend. If fathers do not attend in person, ensure written feedback is available for facilitating their potential involvement at home.

Location considerations

- **Early years setting:** Convenient for parents dropping off/collecting children; familiar to child; play facilities for observing child at play.
- **Health setting:** May be more clinical/less comfortable; easy to access to follow-up on health issues (e.g. immunisations) and may support reviews for children with disabilities.
- **In home:** familiar/comfortable for child and family; able to understand wider home context. However, the family may dislike intrusion.

Recommended essentials

- Sufficient space/privacy/quiet.
- Comfortable/welcoming/ ideally familiar to child and parent.
- Convenient and accessible to parents, especially working parents and those without transport or in rural areas.

The Integrated Review Process

Assessment will include the following elements:

- Discussion with parents
- Responses to the ASQ- 3™
- Review of the **2 year progress check** drawn from ongoing day-to-day observation of the child within their early years setting

	Health Visitors / Child Development Practitioners might bring:	Parents might bring and be willing to share:	Early Years Practitioners might bring:
Personal, Social and Emotional Development	Knowledge from any prior contact with the family.	In-depth knowledge of what their child can do at home.	Review of the child’s learning and development against Development Matters. Observation of the child within the early years setting, including the ‘Characteristics of Effective Learning’
Communication and Language	Information about any health problems affecting speech, language and communication.	In-depth knowledge of what their child can do at home.	Review of the child’s learning and development against Development Matters. Observation of the child within the early years setting, including the ‘Characteristics of Effective Learning’
Learning and Cognitive Development	Information about any health problems affecting learning and cognitive development.	In-depth knowledge of what their child can do at home.	Review of the child’s learning and development against Development Matters. Observation of the child within the early years setting, including the ‘Characteristics of Effective Learning’
Physical Development and Self Care	Information about previous reviews of physical health. Review of growth against standardised growth charts and any issues around hearing, vision and dental care. Provision of public health information.	In-depth knowledge of their child. Information about practices within their home.	Review of the child’s learning and development against Development Matters. Observation of the child within the early years setting, including the ‘Characteristics of Effective Learning’ Insight into family practices around health and wellbeing.

Recording the Integrated Review

An action plan format will be used to record the outcome and actions as a result of an Integrated Review (see Appendix A)

The most useful and valuable records of the **Integrated Review** will:

- Start with the child's strengths and the assets available in the child's home and community context
- Recognise parents' in-depth knowledge of their child by incorporating their observations and comments
- Be clear and easy to read
- Be easy to understand, avoiding unfamiliar jargon, acronyms or terminology (with interpretation and translation available where appropriate)
- Present a truthful yet sensitive reflection of what the child can do and their achievements to date
- Identify areas where the child is progressing at a slower pace than expected
- Provide clarity about what will be done to support the child's development in these areas, and by whom, and say when the impact of any additional support will be reviewed
- Reflect the child's individual personality and characteristics
- It is important that that parents, health and the early years setting all take a copy of the completed action plan. Parents can add this to the child's the PCHR ('Red Book').
- An agreed review date should be set and the actions that have been identified and recorded on the action plan should be carefully monitored leading up to this review.

Information sharing

At the **Integrated Review** meeting there should be a discussion with parents about who else might need to receive information about any aspect of the review or receive a copy of the review (for example, other relevant education, health or social care professionals.) Parents must be asked for consent to share the information. Where consent is given, the agreed lead for the review should make sure the information is passed on securely.

Where child protection and safeguarding issues arise from the review, practitioners and providers must take action in line with the policies and procedures of the Barnsley Safeguarding Children Board (BSCB). The statutory guidance 'Working Together to Safeguard Children' expects anyone who has concerns about a child's welfare to make a referral to local authority children's social care.

Following an Integrated Review Meeting

Follow up within the early years setting and at home

Early years practitioners should refer to non-statutory guidance such as Development Matters or Birth to 5 to consider targeted ways to strengthen and extend the child's current learning and development in the early years setting and at home. This should be done in partnership with parents and health visitors/child development practitioners, taking into account what might be most helpful and appropriate for the child and family and build upon what they already do. Parents can be provided with or signposted to the section 'How can you help me with my learning?' within '*What to expect, When?*' which was developed as a parent friendly version of the 2012 Development Matters (see link in the additional tools and sources of support section). Although Development Matters has since been revised (September 2020) the '*What to expect, When?*' guidance remains a useful source of parental support with practical ideas to engage in their child's learning and development.

If there are developing concerns about communication and language, then the early years setting should consider using WellComm or other SLC tools used for screening and intervention strategies.

An agreed review date should be set and the actions identified should be carefully monitored leading up to this review. At the point of the agreed review of these actions it may be appropriate to identify additional support and refer to other services. This might be a referral to a GP, paediatrician, a Speech and Language Therapist, initiation of an Early Help Assessment, referral to mental health or social care services.

The early years setting should consider whether it is appropriate to complete an early years needs analysis to further identify if there is a need. The EY SEN support Inclusion toolkit should be referred to in order to help clarify and identify need. [Link to SEN Support Toolkit and Graduated Response document](#)

Following a process of further monitoring and review and where there are still concerns regarding progress then the prompts to actions below may be helpful for the early years setting to consider with parents/carers

- Initiation of an EHA (if not already in place)
- Development of a SEN support plan with identified outcomes and provision that is regularly reviewed.
- Access to SEN advice in relation to Social Communication Interaction (SCI) needs at a SCI surgery.
- Access to SEN advice at an Early Years Area SENCO surgery.

Onward Referral

Where the need for more support is identified at the **Integrated Review** meeting, the reviewers should consider the level of a child and family's need. This is to determine whether there should be an immediate referral to specialist services, or a period of additional support from parents, the early years setting, Family Centre or health visiting team with a further check/review at an appropriate interval to monitor progress.

Specialist services may involve referral to a GP, paediatrician, a Speech and Language Therapist, initiation of an Early Help Assessment, referral to mental health or social care services

Early Help in Barnsley

Early Help is our approach to providing support to potentially vulnerable children, young people and families as soon as problems start to emerge, or when there is a strong likelihood that problems will emerge in the future.

Early Help may occur at any point in a child or young person's life, from childhood to adolescence, and includes both interventions early in life as well as interventions early in the development of a problem.

It is about the way we can all work together, share information, and put the child and their family at the centre providing effective support to help them solve problems and find solutions at an early stage, so we avoid needs becoming so great that specialist statutory interventions are required. Families are best supported by those who already work with those who already work with them organising additional support with local partners as needed.

Where a practitioner feels that a child or young person may need additional support (beyond that available from a single agency), a co-ordinated multi-disciplinary approach is usually best, based on an EHA (Early Help Assessment) with a Lead Practitioner to work closely with the child and the family to ensure they receive all the support they require. A range of targeted services are available through Family Centres to support these interventions.

Additional tools and sources of information for both practitioners and parents

Health

- The Healthy Child Programme: Pregnancy and the first five years of life:
<https://www.gov.uk/government/publications/healthy-child-programme-pregnancy-and-the-first-5-years-of-life>
- The Healthy Child Programme Review at age two to two-and-a-half:
<https://www.gov.uk/government/publications/healthy-child-programme-review-of-children-aged-2>
- Ages & Stages Questionnaires™
Further information on ASQ-3™ and the outcome measure of child development at age two to two-and-a-half:
<https://www.gov.uk/government/publications/measuring-child-development-at-age-2-to-25-years>

Early Education

- The Statutory Framework for the Early years Foundation Stage:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf
- EYFS Progress Check at age two guidance:
<https://www.foundationyears.org.uk/wp-content/uploads/2012/03/A-Know-How-Guide.pdf>

- Development Matters - Non-statutory curriculum guidance for the early years foundation stage
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf
- Birth to 5 Matters - Non-statutory curriculum guidance for the early years foundation stage
<https://www.birthto5matters.org.uk/>
- ‘What to expect, When?’ is a document developed to support parents to find out more about how their child is learning and developing during their first five years,
<https://www.foundationyears.org.uk/wp-content/uploads/2019/01/What-to-Expect-When-2018.pdf>

Safeguarding

- Statutory guidance on safeguarding ‘Working Together to Safeguard Children’:
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Barnsley Early Help toolkit

- Early help toolkit for practitioners
<https://www.barnsley.gov.uk/services/children-families-and-education/early-help-for-families/early-help-toolkit-for-practitioners/>

SEND

- Special educational needs and disability code of practice: 0 to 25 years:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The Early Years Developmental Journal used by practitioners to record a child’s progress and to identify targets for next steps.
<https://councilfordisabledchildren.org.uk/help-resources/resources/early-years-developmental-journal>
- Early Support materials are available to support parents of children with SEND including a parent-held Developmental Journal, enabling parents to observe, record and celebrate progress and identify areas where extra help and support may be needed. This is also available as an early support app.
<https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/earlysupportgeneralinformationfinal.pdf>

Early Intervention Programmes

- The Early Intervention Foundation Guidebook is an interactive tool to find evidence and guidance on how to deliver effective early intervention:
<http://guidebook.eif.org.uk/>

Guidance and support for various aspects of the review:

Working with parents and supporting the early home learning environment

- Hungry Little Minds is the Department for Education campaign that encourages parents and carers to adopt positive activities and behaviours to boost children's communication, language and literacy development.

<https://hungrylittleminds.campaign.gov.uk/>

- Look Say Sing Play by the NSPCC is a set of resources which encourage interaction between parents and their babies.

[Look, Say, Sing, Play NSPCC resources for parents](#)

- Tiny Happy People is produced by the BBC to help close the under-fives language and communication gap

<https://www.bbc.co.uk/tiny-happy-people>

- Booktrust BookStart Corner supports family centres across England in helping families to develop a love of stories, books and rhymes:

<http://www.bookstart.org.uk/professionals/bookstart-corner>

Communication and Language

- Universally Speaking - ages and stages of children's communication development for children aged birth to 5 (ican.org.uk)

https://ican.org.uk/media/3224/tct_univspeak_0-5_update.pdf

- The charity ICAN has produced materials for parents and practitioners including a chart of milestones for speech and language and several DVDs for parents:

www.ican.org.uk

- Glossary sheets explaining various communication impairments aimed at professionals along with resources for parents are available from the charity Afasic:

www.afasic.org.uk

- The Communication Trust provides a wide range of resources for parents and professionals on language and communication: (From April 2021 the resources developed by The Communication Trust (TCT) are being hosted on the I CAN website)

<https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/>

- The National Literacy Trust provides materials for parents and professionals on its 'Words for Life' website:

<http://www.literacytrust.org.uk/>

Health, Nutrition and Wellbeing

- Start4Life parent information service materials and pages for professionals are available at: <https://www.nhs.uk/start4life>
- HENRY is an intervention tool to protect children from the physical and emotional consequences of obesity: <https://www.henry.org.uk/evidence-base>
- Physical activity guidelines: UK Chief Medical Officers' report <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>
- NHS 'Live Well' home for dental health in under fives: <https://www.nhs.uk/Livewell/dentalhealth/Pages/Careofkidsteeth.aspx>
- Healthy Start information <https://www.healthystart.nhs.uk/>
- Institute of Health Visiting <https://ihv.org.uk/>
- Social and Emotional Aspects of Development SEAD: https://www.foundationyears.org.uk/wp-content/uploads/2011/10/SEAD_Guidance_For_Practioners.pdf
- NICE guidelines about children's social and emotional development in the early years to support commissioners: <https://www.nice.org.uk/guidance/ph40>

Potty and Toilet training

- NHS potty training home page: <http://www.nhs.uk/conditions/pregnancy-and-baby/pages/potty-training-tips.aspx>
- Education and Resources for Improving Childhood Continence (ERIC) supports children with continence problems: <http://www.eric.org.uk/>

Safety and Accident Prevention

- The Royal Society for the Prevention of Accidents (ROSPA) information on child safety: <https://www.rospa.com/home-safety/advice/accidents-to-children>
- NICE guidance on preventing unintentional injuries in the home: <https://www.nice.org.uk/guidance/ph30>
- ROSPA website on the law and guidance around child car seats: <http://www.childcarseats.org.uk/>
- British Red Cross home page for baby and child first aid, including a free first aid app: <http://www.redcross.org.uk/What-we-do/First-aid/Baby-and-Child-First-Aid>

Parenting

- Website for the Incredible Years parenting programme:
<http://incredibleyears.com/>
- Website for the Mellow Parenting programme:
<http://www.mellowparenting.org/>

Couples and relationships

- The Family Partnership Model approach provides training for practitioners which may assist in sensitive exploration of couple relationships:
<http://www.cpcs.org.uk/index.php?page=about-family-partnership-model>
- Services and resources to support relationships, including relationship breakdown, divorce and separation can be found at:
OnePlusOne: <http://www.oneplusone.org.uk>
- Relate: www.relate.org.uk
- The Freedom Programme is a programme designed for women and men experiencing domestic violence:
<http://www.freedomprogramme.co.uk/>
- Refuge – for women and children against domestic violence
<https://www.nationaldahelpline.org.uk/>

Appendix

Appendix A (pages 16 & 17): BMBC Integrated Review Action Plan

Appendix B (pages 18 & 19): BMBC 2 Year Progress Check (September 2021)

Integrated Review Action Plan



Child's name:	Date of birth:	Early Years Setting Name:		
Who is involved in this action plan?		Date of Integrated Review Meeting and action plan agreed:		
State reason for an Integrated Review Meeting :		Location of Integrated Review Meeting:		
Actions to be taken by professionals, if applicable (including signposting and referrals to other agencies to support the child and family):		Who will take the action forwards?	When will it be done?	When will the outcome of the action be reviewed?

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Contributors:

Parent/Carer Name:

Parent/Carer Signature:

Key person Name:

Key Person Signature:

Health Visitor Name:

Health Visitor Signature:

Other Professionals Signatures and Name of Service:



Purpose: It is a statutory requirement that when a child is aged between two and three that 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 in the EYFS.

Full name: _____ Date of birth: _____ Date of assessment: _____

Age in months at assessment: _____ House no. and postcode: _____ Home languages: _____

Setting name and telephone number: _____ Other settings attended: _____

Date of entry to setting: _____ Two Year Entitlement: Yes/No

Attendance (*patterns of attendance, no. of contracted hours*)

Name and role of any other professionals working with the child:

<p>The Child as a Learner <i>Give an overview of the child as a learner and their interests – refer to the 3 characteristics of effective learning:</i></p> <ul style="list-style-type: none"> • <i>Playing and Exploring</i> • <i>Active Learning</i> • <i>Creating & Thinking Critically</i> 	<p>What I can do now:</p> <p>What I might do next with support :</p>
<p>Communication and Language Development <i>Significant Comments relating to:</i></p> <p><i>Speaking- range of words used, putting 2 or 3 words together in short sentences</i> <i>Asking simple questions</i> <i>Understanding simple instructions</i> <i>Understanding of simple words</i> <i>Listening and attention – showing an interest in stories, rhymes, showing an interest in what other children are playing</i></p> <p><i>(include achievements in home language)</i></p>	<p>What I can do now:</p> <p>What I might do next with support :</p>
<p>Personal Social and Emotional Development <i>Significant Comments relating to:</i></p> <p><i>Expressing emotions</i> <i>Confidence</i> <i>Sense of independence</i> <i>Sense of self</i> <i>Having preferences and making simple choices/decisions</i> <i>Making relationships with adults</i> <i>Forming friendships</i> <i>Learning to use the toilet/potty training</i></p>	<p>What I can do now:</p> <p>What I might do next with support :</p>
<p>Physical Development <i>Significant Comments relating to:</i></p> <p><i>Gross motor skills</i> <i>Fine motor skills</i> <i>Core strength and co-ordination</i></p>	<p>What I can do now:</p> <p>What I might do next with support :</p>

Child's voice (I like, I am interested in)

Note what the child enjoys. Note their current fascinations and emerging interests:

Ideas for how you can support my learning and development at home? At home my family can help me by:

Parent/ Carer's voice

What have they noticed about their child's progress, interests or needs? Are there any concerns?

Useful sources of information for parents and carers:

<https://hungrylittleminds.campaign.gov.uk/>

<https://www.bbc.co.uk/tiny-happy-people>

[Look, Say, Sing, Play NSPCC resources for parents](#)

<https://www.eric.org.uk/> (toileting advice)

Assessment Information - Highlight if you feel the child is at the expected level or requires more support

Communication and Language	Speaking	expected level of development for age	additional support required
	Listening & Attention	expected level of development for age	additional support required
	Understanding	expected level of development for age	additional support required
Personal, Social & Emotional Development	Emotions	expected level of development for age	additional support required
	Sense of Self	expected level of development for age	additional support required
	Relationships	expected level of development for age	additional support required
Physical development	Gross Motor Skills	expected level of development for age	additional support required
	Fine Motor Skills	expected level of development for age	additional support required

Is there additional support required for toilet training?

Yes/No

Request by setting for contact from a health professional (setting to highlight either yes or no)
(This is not necessarily a request for an Integrated Review)

Yes/No

Setting leader's signature below indicates confirmation that the setting has shared this 2-year progress check information with parents/ carers.
Setting Leader's Signature & Date:

Key Person's Signature & Date:

Setting must share these statements with parents/carers and highlight either has agreed/not agreed and date this section

- Parent/carer have agreed/not agreed to the information from this report being shared with Public Health 0-19 Services.
- Parent/carer have agreed/not agreed to share this data with Family Centres so that they can plan future services and provisions that may benefit children of Barnsley in the future. Date:

For full details of your data privacy rights and how BMBC will look after and protect your privacy please go to:

<https://www.barnsley.gov.uk/services/information-and-privacy/your-privacy/>

