The Highland Council		Agenda Item	11.
Education, Children and Adult Services Committee		Report No	ECAS 07/16
20 January 2016			

Developmental Overviews

Report by Director of Care and Learning

Summary

Over the past 3 school sessions, Developmental Overviews have provided a format for the early identification of need within preschool settings in Highland. These overviews were created as a means of identifying when 3 and 4 years olds were having difficulty reaching the age related levels expected on a developmental continuum across a number of domains. This report provides a summary of the use of the Overviews, and information about the initial findings.

1. Background

1.1 There is a well-established international consensus that high quality preschool provision can play a decisive role in promoting well-being and achievement for all children, as well as reducing the inequalities associated with deprivation and additional support needs. Effects are both large and long lasting, with individual differences between children at school entry predicting future academic, health and socio-economic outcomes.

1.2 One key feature of high quality provision is that learning opportunities and more general experiences match the developmental needs of each child. For example, some need more stimulation with language use, while others need to work on balance and co-ordination. These differences hold for all children, since every child follows their own developmental pathway, making progress in different areas at differing speeds.

1.3 Another key feature is continuity across the transition from preschool provision to primary school. Traditionally, Primary 1 has been seen as the start of 'formal learning', but this is most effective where it is aligned to the stage of development of each child. Thus, one child may need much more work on hand eye co-ordination before they can successfully begin handwriting instruction, while the same child may already be reading. Another may be physically ready to write, but lack the necessary vocabulary to express him/herself. Simply implementing reading and writing programmes that take no account of natural individual differences in developmental stage, let alone the wider differences associated internationally with deprivation and gender, is likely to magnify those differences.

1.4 By contrast, there is now a wealth of evidence that developmentally sensitive school provision can prevent future difficulties with learning and at least partially address inequalities.

1.5 Recent national policy drivers, initiatives and structures recognise and embody these features. The Early Years Collaborative seeks to join up improvement work from pre-birth to the end of P4. The *Curriculum for Excellence* sets out an Early Level that spans the nursery and early primary years. And *Building the Ambition*,

the key driver for Early Learning and Childcare, recognises and describes the developmental foundations for later formal learning.

1.6   Within these frameworks, and reflecting the local commitment in Highland towards providing resources for early intervention in the lifespan, much work has been done to help staff, centres and schools provide developmentally appropriate learning with continuity from preschool into P1 and P2.

1.7   The Developmental Overviews have become a cornerstone of this strategy. The Overviews were produced by a multi-agency partnership group, with the aim of providing Early Years Practitioners and parents/carers with an easy way to check and discuss a child's development in order to clarify where further work would be helpful, but without this becoming a difficult or worrying process.   The Overviews for 3 and 4 year olds are attached as **Appendix 1** and **Appendix 2.**

2   The use of the Developmental Overviews

2.1   The Developmental Overviews were developed over several years through testing with Early Years Practitioners and parents. The Overviews can be used whenever there are concerns about a child's development. The tool consists of 7 columns covering the important developmental areas of Movement, Coordination, Routines, Social/Emotional Development, Play and Imagination, and Language Understanding and Expression. Each column contains 10 easily observable examples of those areas - the item is coloured green if it is secure, yellow if it is still emerging and blank if it is yet to be observed. As a result, a pattern can be seen of a child's strengths and needs that can easily be shared and discussed and also used to monitor the effects of intervention. This integrates easily with other planning processes in the early years such as each child's Learning Journey.

2.2   An example may show how this can be useful. A child may be struggling with behaviour in a setting, resisting coming to snack, refusing to stop activities and generally rushing around. One could address this simply as a behaviour problem, with likely limited effect. Completing an Overview might show that the child has a few blanks in Understanding and Expression. Not only is he/she therefore finding it hard to understand what they are being asked to do, but it is hard for them to express their feelings and frustration other than through their behaviour. Staff might respond by simplifying their language, directly teaching some key routines and using visual symbols to supplement their verbal instructions. Once the child has his/her developmental needs addressed, behavioural approaches are more likely to be effective, and less likely to be required.

2.3   The use of the Overviews during school session 2014-15 indicated an appropriate diversity in outcome, including actions required within early years' settings, actions required at home, shared actions, and requests for assistance or advice from specialist services. There were requests for more structured connections between identified need and intervention, and these are being addressed in work described below.

3   Use in Transitions Planning

3.1   While individual identification and early intervention remain the primary purpose of the Overviews, Early Years and Childcare Settings have also, from summer 2014, been asked to complete Overviews for all children transitioning to Primary One, and to pass these on to the relevant Primary One Teachers. Completion rates

have been at 100% for both 2014 and 2015 cohorts (approximately 2,500 each year), and so there is confidence that the findings reported in this report reflect the reality on the ground for all children in this age range.

3.2   Feedback from a large sample of Primary 1 class teachers last session indicated that the Overviews were welcomed as a quick and easy summary of a child's development that could then inform teaching and learning. Similar data is being gathered through this session as part of the Emerging Literacy work being rolled out across Highland schools.

3.3   There can be some confidence, therefore, that we have in place a system to support the two key features of high quality provision mentioned above. Our Early Years Practitioners have a tool that can help them work with parents and carers to provide for each child according to their developmental needs, and to raise and address concerns early.   And the Developmental Overviews support effective transition to P1, along with continuity in meeting developmental needs as a foundation to effective formal learning.

4   The Stretch Aim and Milestones

4.1   Since Developmental Overviews are completed for all children at the point of transition into P1, collating these across Highland provides an important indication of how our children are doing in different developmental areas and any particular population needs. This is useful for planning services and future education, as well as showing where gaps in provision or further training support may need to be addressed. For example, if there are significant numbers of children struggling with co-ordination, there may be an added demand on Occupational Therapy Services that can be planned, but also there will be implications on a more general basis for more developmental opportunities in relation to the physical resources, layout and play in preschool settings.

4.2   The collated Overviews also provide a measure for the 'Stretch Aim' established by the Scottish Government as part of the work of the Early Years Collaborative, which states that 'by 2017, 90% of all children will have reached all of the expected developmental milestones by the time the child starts primary school'

4.3   For clarification, it is important to note that a 'Stretch Aim' is not a target. There is no suggestion that natural biological variation can be eliminated or that our preschool settings are failing if the Stretch Aim is not reached – the Aim is purposely beyond the realistic in order to prompt and inspire improvement.

4.4   In addition, the concept of a 'milestone' needs some clarification, so that it is not misleading.   There are some clear developmental milestones that are easy to specify – the first word, the first step etc. This idea can however be extended as a metaphor to other aspects of development, which are much less clear cut in themselves. There is no absolute standard of what 5-year-olds 'ought' to be able to do, although there are generally accepted parameters to gauge child development. This is why the Overviews suggest ten possible prompts for each developmental area rather than one single measure, as this enables more reliable measures of a concept that is not easy to define.

4.5   What it means to 'reach a milestone' is therefore to some extent an arbitrary decision, though it is one informed by specialist knowledge of reasonable expectations for children's development.   For whole population monitoring, this is

not an issue as long as we are consistent from year to year, and as long as any patterns emerging are independent of the precise cut-offs. For individuals, the question is irrelevant since any area that is not all 'green' on the DO, by definition needs further work; and areas that are all green require extension and challenge.

4.6   The definition of meeting a milestone adopted for the purpose of analysing the Developmental Overviews is when a child has **no more than one blank** item (meaning a skill or activity not yet seen), in any particular column/domain.

5   The Profile of Highland Children

5.1   The Overview data for all 4 year olds was collated in summer 2014, but not reported as it was necessary to collect another cohort of data to be sure that the Overviews did reflect the real picture without undue bias. Rigorous inspection of the data gathered over the past two years gives confidence in the measure and its performance.

5.2   In presenting the data below, we can be satisfied that we have a reasonably valid measure for the developmental status of our children transitioning into Primary 1. It provides us with strong numerical data and metrics for comparisons from year to year and between population groups. For example, we can estimate the effects of deprivation and use this statistic to monitor changes as a result of improvement work over time.

5.3   What we do not have is comparable data from other Community Planning Partnerships. This is partly because Highland is among the few publishing in such detail, but also because the different measures with different cut-offs will give different results.

6   How many children in Highland are making appropriate developmental progress by the time they enter P1?

6.1   Table 1 indicates that overall this session, 87% of children entering Primary 1 had achieved all of their developmental milestones. This is an improvement on the figures for session 2014, when the percentage was 83%.

6.2

Developmental Area	% of all children	
	2014	2015
All Domains	83	87
Movement	94	97
Coordination	95	96
Routines	96	98
Social/Emotional	91	94
Play/Imagination	93	94
Understanding	92	93
Expression	91	93
Table 1		

6.3
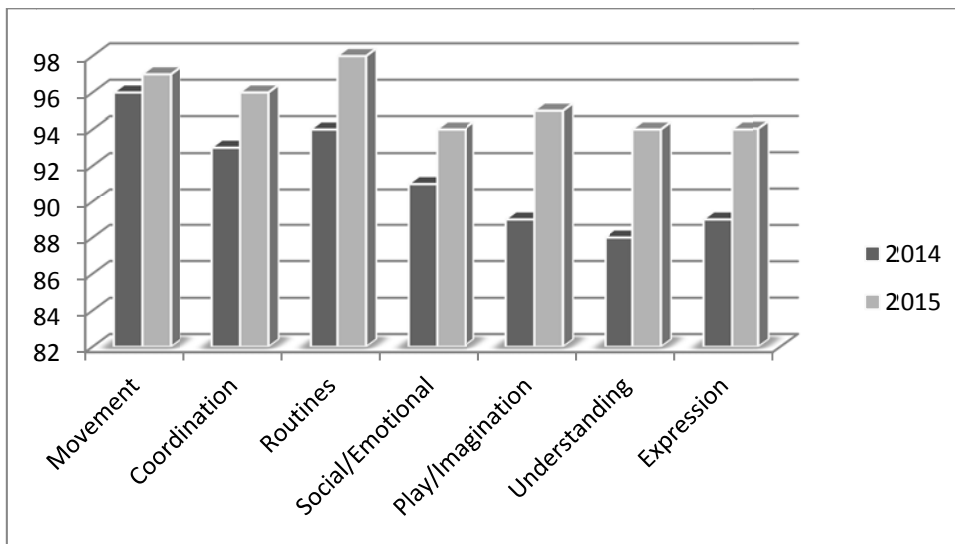
6.4 There has been a general (and statistically significant) improvement between the years, across each developmental area, but also there is variation across areas. Movement, Co-ordination and Routines are relatively strong areas, while fewer children meet their milestones in social/emotional development and understanding or expressive language skills.

6.5 Some of this improvement may be due to some measurement inflation – as Early Years Practitioners get more used to the Overviews, they may find it easier to observe items, resulting in fewer 'blanks'. However, there are patterns within the data (see under deprivation and gender below), that suggest this does not explain all, or even most, of the improvement. If the increases are sustained for a further year, then there can be confidence that we are seeing some of the results of investment of resource, training and tools in early years, as well as the fruits of dedicated and skilful work by Early Years Practitioners.

7 The Effect of Deprivation

7.1 The Overview data shows clearly that the concerns about the attainment gap later in education for young people who have experienced deprivation are just as high at transition *to* school. Table 2 shows the differences in the 2015 cohort for children who attend settings in the most deprived areas of Highland, taken as those in the bottom 15% on the Scottish Index of Multiple Deprivation, compared to those who do not. It should be noted that this contrast understates the effects of deprivation since many disadvantaged children in Highland live in more advantaged areas, and not all children attending settings in the most deprived data zones are themselves disadvantaged. However, it is sufficient to show the issues:

7.2

%	SIMD	Non SIMD	2015 % Difference	2014 % Difference	2015-14 % change
All Domains	80	88	8	7	+1
Movement	96	97	1	3	-2
Coordination	93	96	3	5	-2
Routines	94	98	4	1	+3
Social/Emotional	91	94	3	4	+1
Play/Imagination	89	95	6	4	+2
Understanding	88	94	6	7	+1
Expression	89	94	5	6	+1
Table 2					

7.3
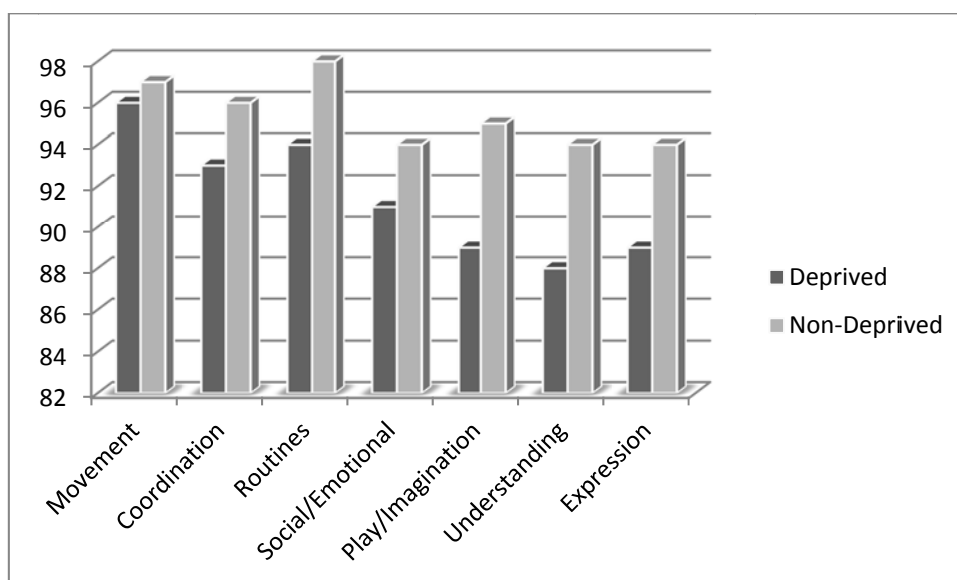
7.4   All of these deprivation differences are statistically significant, and they translate into a child in one of the most deprived data zones being 80% more likely to miss a milestone than one living elsewhere. The year on year changes in percentage differences are not statistically significant, but they do show a trend of progress in some areas, and less in others – it is these different changes that give weight to the validity of the DO as they suggest we are not simply seeing a general inflation in the overall improvement.

7.5   This data, collected every year, will provide a high level measure of how far the investment in early years and in particular in closing the deprivation gap, is succeeding. In an ideal world, there would be no difference between most deprived and least deprived areas. While this may not be possible, reducing the gap will require continued and sustained intervention from pre-birth through into Primary and Secondary education.

7.6   With one exception, there are no significant differences between Highland Areas (the small percentage differences seen below are not statistically significant). The Mid Area does however, have more children meeting all milestones than other areas. The most likely causes for this are the different patterns and levels of deprivation in this Area. It can be seen that the main difference is in the aspect of language, which is known to be most impacted by the effects of deprivation.

7.7

	% meeting milestones			
	North	South	West	Mid
All Domains	86	86	88	92
Movement	97	97	98	98
Coordination	95	96	97	97
Routines	98	97	97	98
Social/Emotional	94	93	94	97
Play/Imagination	95	94	95	96
Understanding	91	93	93	96
Expression	92	93	92	96
Table 3				

8   The Effect of Gender

8.1   The collated data also show an effect for gender. This is comparable in nature and

size to those found internationally, for example in the very comprehensive Early Years Framework measures used in England. In general, boys lag behind girls, as is shown in Table 4:

8.2

2015 data set	All	Boys	Girls	'Gender gap'
All domains	87	84	91	7
Movement	97	96	98	2
Coordination	96	94	97	3
Routines	98	96	99	3
Social/Emotional	94	92	97	5
Play/Imagination	94	93	96	3
Understanding	93	91	96	5
Expression	93	90	95	5
Table 4				

8.3   It is an unsettled and controversial issue in the research literature, whether the almost universal developmental differences between boys and girls at this age are due to nature or nurture. There is evidence that boys follow different maturational pathways than girls, particularly in language, social development and fine motor skills.

8.4   Our data suggests that we see the patterns seen almost everywhere in the world, but also that there is work that can be done. The most effective approach however is not to try and accelerate boys' development relative to girls, but to ensure that the learning opportunities that boys experience through the Early Level match their developmental level. For example, it is intuitively clear (and there is evidence to support this) that early differences in fine motor skills, if not adjusted to sensitively, provide the foundation for differences in attainment in literacy into adolescence and beyond. The best evidence based strategy is to provide learning and stimulation matched to each child at every stage – and the Overviews provide a tool for supporting this across the Early Level.

8.5   There is some evidence that the gender gap has narrowed slightly in Highland. Early years settings have been involved in improvement work in this area, taking a developmental approach to meeting the needs of all children and being aware of any gender bias and stereotypes they may have about the expected interests and performance of boys and girls. We may be seeing early signs of progress as Early Years Practitioners become more confident in their practice in this respect:

8.6

	Gender Difference (%)	
	2014	2015
All Domains	10	7
Movement	3	2
Coordination	4	3
Routines	4	3
Social/Emotional	7	5
Play/Imagination	6	3
Understanding	6	5
Expression	6	5
Table 5		

8.7   Once again, year on year monitoring of this difference, along with the more far

reaching one associated with deprivation will provide evidence of the impact of investment and improvement work.

9 Depth of Need Relating to Milestones

9.1 Collating the information from the Developmental Overviews provides a wealth of data, not all of which can be presented in a brief report. One aspect that is of great potential use is to look at the depth of need. Children may miss a milestone in only one developmental area, indicating a specific need or a lower level need. However, they may miss milestones in more, or even in all seven domains, indicating significant and complex needs. The earlier we can identify the latter group, the better and more efficiently can we plan additional support at an Area level and across Highland. Table 6 presents this data:

9.2

Number of domains	% of children missing a milestone in this number of domains
1	4.6
2	2.4
3	1.6
4	1.5
5	0.9
6	0.7
7	0.8
Table 6	

9.3 From this we see that cumulatively, about 1 in 20 children are missing milestones in more than 2 areas. Although the actual proportion will differ widely between schools, this corresponds to about 1 child in every P1 class.

10 Strategic use of the Data from Developmental Overviews

10.1 There can be confidence that the collated Overviews give us an accurate picture of the whole population, and that at the individual level Overviews have a high utility in providing early identification and supporting appropriate intervention for the children who need it.

10.2 Given that children's developmental progress at Primary School entry is a good predictor of subsequent outcomes, including school attainment, there is clearly still much progress to be made in Highland to build on the work done so far. It is important to be aware that at this age, there is still significant natural variation and that 'hothousing' children, or pushing formal learning earlier is not the most effective strategy. However the data also show that we can make progress and where that needs to be prioritised.

10.3 Much work is underway in Highland, undertaken by Council staff, private and third sector partners and NHS colleagues. This is being supported and monitored by a range of relevant improvement groups, becoming a coherent and principled series of interventions from pre-birth onwards. Some indicative improvement processes include:
- Continued work with pregnant women to reduce smoking, alcohol use and other predictors of low birth weight
- The roll out of Before Words, a programme to support parents to provide language and attachment stimulation to their children, which has been having striking success with expectant parents

- Breastfeeding support, which has been well covered in other reports
- The Early Literacy Working Group has been providing tools and resources to support literacy development in Early Learning and Childcare Settings as well as continuity into P1. The Overviews form a key part of this initiative to help P1 teaching and learning to be structured around the developmental needs of the children
- When Early Years Practitioners or others provide an Overview as part of a request for assistance to a specialist service, with a narrative of interventions tried and the effects found, in relation to the areas identified within the DOs, this is a rich source of information received by Health Visitors and Allied Health Professionals and is proving to be helpful in service planning and in planning interventions for individual children.
- A web-based resource that enables Early Years Practitioners and parents to easily identify strategies to help children is currently being tested. A draft version can be found at www.stagedinterventionhighland.wordpress.com
- The three year old Overview continues to be used by Early Years Practitioners where needs are identified at this stage (although not collated centrally) and a version for 2-year-olds has been tested and is now ready for roll-out.

10.4   The domains that indicated the greatest need last session i.e. social/emotional development and language development, provided the evidence that these should be the priority areas in which to focus training for Early Years Practitioners last session. It is pleasing to note that significant progress was made in these areas overall as indicated by the collated profiles this session. There has been a continued focus on language development, supported by the Speech and Language Therapy Service.

10.5   The Lead Agency model in Highland has proved a significant factor in supporting joint work across professional groups. Speech and Language Therapy Services are supporting Health Visitors and Midwives in the Before Words Programme, the Occupational Therapy Service has been supporting the training relating to taking a developmental approach to literacy development in the infant stages of school. Primary Mental Health Workers and Educational Psychologists have been supporting parents and Early Years Practitioners in building resilience and positive relationships at home and in early years' settings etc.

10.6   A framework has been developed in Highland to support a staged approach to identification of need and intervention, with monitoring in place at various stages in a child's journey from birth to school entry (**Appendix 3**). The Developmental Overviews form part of this process and work had begun on a continuum of tools for supporting the early identification and tracking of need from birth, taking the same developmental approach at all stages. However the recently published Universal Health Visiting Pathway has mandated the use of a commercially published assessment, the Ages and Stages Questionnaire, which will provide a national measure for all children at various stages, including school entry. This will provide national data and trends overtime for the Scottish Government, but is limited in its scope in comparison to the approach we had been taking in Highland. The Ages and Stages Questionnaire does not take the same type of developmental approach and will be of less use in identifying next steps for individual children. We will have a clearer picture of the impact this pathway may have on developments in Highland over the coming months.

11   Implications

11.1   **Resources:** There are no additional resource implications related to the use of the overviews as these are embedded in the work of the Early Years Practitioners and Early Years support services.

11.2   **Legal and Equalities:** The use of the Developmental Overviews enables staff to identify need as it arises and to intervene appropriately at an early stage. This approach will support all children and will therefore have a positive effect on all children with additional needs, including those who have protected characteristics. The use of the overviews can support the assessment and planning for children required within the Children and Young People's Act (2015) and also supports good transitions planning as required by the Additional Support for Learning Act (2004 and 2009).

11.3   **Climate Change/Carbon Clever** and **Risk:** There are no implications.

11.4   **Gaelic:** The Developmental Overview does not provide 'assessment' in Gaelic as it is a tool to record staff observations of various aspects of child development. However it is important that these children are not disadvantaged by language milestones being assessed in a language that most of them are just learning. For the purpose of assessing language expression and understanding in relation to the Overviews, these are considered to be achieved if the child can meet the milestones in English.

11.5   **Rural implications:** There are no specific implications for children living in more rural areas. However, the creation of the online resource to support the staged approach to intervention does give all Early Years Practitioners, including those in rural settings, easy access to advice on appropriate interventions linked to each area of child development.

---

12   Recommendation

12.1   Members are asked to note:
- the extensive work undertaken to date in creating the Developmental Overviews and the supporting advice and information on appropriate interventions on the associated website.
- the current profile of the children in Highland as they enter Primary 1 and the strategic developments directing improvement activity as a result of this information.

12.2   Members are asked to support the developmental approach being taken in Highland from pre-birth through to formal education, which is individualised to meet the needs of our children. This is predicated on a sound evidence base, but is unique to Highland and not an approach being taken nationally.

Designation: Director of Care and Learning

Date: 11 January 2016

Author: Bernadette Cairns, Head of Additional Support Needs
              James McTaggart, Educational Psychologist (Early Years)

Overview of Early (3 year old) Pre-school Skills   Secure (mark green) Emerging (mark yellow) Not yet Observed (please leave blank)

MOVEMENT	COORDINATION	ROUTINES	SOCIAL - EMOTIONAL	PLAY - IMAGINATION	UNDERSTANDING	EXPRESSION
Explores playground equipment, outside environment	Explores new toys to see what they can do	Removes and puts on coat; *may need help for fastenings	Generally separates easily from caregivers	Uses large boxes as cars, Houses etc in play with other children	Understand when we talk about people not present; Mummy's gone shopping	Can express needs and wants using phrases/ 4 to 5 word sentences
Goes up steps, alternating feet, may alternate coming down, may hold rail	Makes marks on paper to 'make a picture' and can sometimes tell about it. Can paint using a brush	Can change shoes *may need help for fastenings and correct feet	Is aware when others are distressed although may be 'thrown' by it; responds positively to other's happiness	Cooperates with other children in play; joins in chasing games, group of children playing	Can follow two part instruction - no visual cues/ outside a routine; 'get your shoes & sit on the chair'	Approaches adults and children, makes contact; smiles and says 'hello' and 'Bye Bye *in appropriate situation
Climbs up and slides down, *may need encouragement/help	Eats, using a spoon and fork and can drink from a cup	Can make choices from 2 or 3 possibilities	Comes to an adult when needing help, when upset or situation is not 'safe'	Joins in cooking/ sand/ water activities; pouring, mixing, kneading	Knows familiar action rhymes, songs & rhymes and can fill in missing words or actions	Talks about pictures/ stories in their own words and can link to own experiences
Can move forwards and backwards and moves around avoiding collisions	Can pour sand/ water/ milk from one container to another	Attempts to do up zips and buttons	Often likes to play with 'friends', is affectionate towards them and familiar adults	Plays 'Pretend' and fantasy games	Can take turns in a conversation that someone else has started	Tells others what to do; 'don't do that', 'give it to me', 'it's mine'
Can run, avoiding obstacles and turning corners	Can snip with scissors, screw up paper for collage	Can sit with the group and participate in social snack	Expresses emotion - clear facial expressions; argues with words not just actions	Imaginative play extends to sequences; washing, dressing, feeding doll/teddy	Can tell simple news and respond to 'What?' 'Where?' questions	Able to use pronouns (I, he) plurals and some 'ing' words
Can balance on one foot for 3 seconds; able to hop with one hand held	Can thread beads/ reels on a lace with stiffened end	Can focus on a task: e.g. Helps to set the table	Understands concept of 'mine' and 'his/hers' in a play context	Shares a picture book with an adult for 5 mins	Points to detail in pictures; Where's the dog's tail? - big pig?	Is usually intelligible to new or unfamiliar listeners
Can focus on partner, catch with two hands and kick a large ball	Can fit Duplo, Sticklebricks etc together	Can go to the toilet by themselves	Listens to and responds to other children, with talk, during play	Can make a simple model from 'junk' playdough, bricks	In a small group, listens and attends to simple stories, with pictures	Uses some positional word; in, on, up, down, under
Can jump off last step, may want to hold hand	Can screw objects together / take off simple lids	Can wash and dry hands without supervision	Can share toys and take turns when encouraged	Imitates play of other children and adults	Understands in, on, under, down, up, big, little	Can ask questions: 'Who?', 'What's that for?'
Can ride a trike or bike with stabilisers, learning to steer	Can roll playdough into balls	Stops playing, helps to tidy up toy they were playing with; puts in the right boxes	Developing self-conscious emotions; guilt, pride, embarrassment	Actively participates in group game; Farmer wants wife, duck, goose	Recognises objects by how they are used; Which one do you drink from?	Is usually fluent
Can throw a small ball to an adult, while looking at the adult	Can pick up and place pieces in a simple interlocking jigsaw	Can shift attention from one activity to another	Developing a sense of humour	Begins to dress up using props: hat, wand, tools, shoes	Aware of time in relation to events; after lunch, at the weekend	Can use p b m n w h t d and all vowel sounds and some of s f k g

The developmental skills described are not designed to be used as part of a formal assessment and generally they should all be observable within the weekly routine of the setting. Write any additional comments or observations, if needed, on a separate sheet and attach to the overview.

The overviews could be completed on an on-going basis throughout the course of the year. The four year old Overview must be completed by the end of May. Use of the three year old overview is optional but it would be particularly useful to complete should there be pre-existing concerns about a child's development.

Name of Child		Date of Birth:
Name of Centre:		

When a concern or challenge is identified through the use of the overviews, information should be discussed with the support structure within the setting (Childhood Practice Manager/Head Teacher/Support for Learning Teacher/Principal Teacher Pre-school Education) and shared with parents/carers and the Link Health Visitor.

Shared with:		Date:
Shared with: (parent/carer)		Date:
Shared with: (HV)		Date:
Shared by:		Date:

Credits:
Referral Guidelines for Education Nurseries and Schools: Speech and Language Therapy Service*, NHS Highland, 2008*
Gross Motor Development: Women & Children's Physiotherapy Services, *NHS Highland, 2007*
I still can't tie my shoelaces…….: *NHS Quality Improvement Scotland, 2008*
Play Steps: *Highland Council Psychological Services, 2011*
Elizabeth Morris, Director at Child Learning and Development Advisory Centre, *(formally School of Emotional Literacy)*
Ann Locke and Maggie Beech: *1991*

Appendix 2

Overview of Pre-school (4 year old) Skills   Secure (mark green) Emerging (mark yellow) Not yet Observed (please leave blank)

MOVEMENT	COORDINATION	ROUTINES	SOCIAL - EMOTIONAL	PLAY - IMAGINATION	UNDERSTANDING	EXPRESSION
Able to walk on tiptoes or heels, when asked, or along a line, 1 foot in front of the other	Handles crayons and brushes with reasonable control	Changes own shoes *placing on correct feet;* Fastens and unfastens Velcro	Developing stable friendships	Shows imagination during small world play, sequencing events and stories	Follows 3 instructions to carry out an activity without visual cues	Uses well-formed sentences; may have some grammatical immaturities; 'falled'
Goes up and down steps with alternating feet, one foot on each step	Can draw using straight and curved lines	Dresses and undresses by themselves except for difficult fastenings	Generally cooperates with playmates and beginning to be able to negotiate	Takes turns and shares toys with other children	Listens and appropriately joins in talk about current activity with adults and other children	Easily understood although may still be some immaturities in speech sounds: eg: r, th, ch
Explores playground equipment. Uses slides and swings, may need a 'starter push'	Cuts along straight lines and beginning to cut around a shape	Generally gets clothes the right way out and round for dressing	Attempts to comfort playmates who are upset or hurt	Plays board game in small group : adult supported	Understands concepts like biggest, more, just one	Can describe an event in reasonable order
Jumps high with feet together, lands with more control from step	Can copy or continue a pattern using coloured beads, cubes, shapes	Helps to set table, serve and participate in social snack	Able to talk about the feelings of characters in stories: cross, scared, happy	Draws or paints recognisable pictures without prompting	Shows understanding of story by simple question or commenting	Uses language to gain information and give own ideas
Kicks a large ball with some accuracy	Can fit together pieces to construct models, layouts; Duplo, Popids, train track...	Helps adults clearing up and tidying nursery	Responds to unfamiliar adult with speech	In group play takes on different roles: doctor, shopkeeper, parent...	Understands position and adjectives: eg: behind, long, between	Starts, takes turns and stops, in longer conversations
Throw a small ball with some accuracy, catches large ball with 2 hands	Draws person showing some details	Accepts unpredicted changes to daily routines	Aware of more complex humour, laughs at jokes that are told	Adapts objects as props in imaginative play	Can follow spoken instructions without having to stop and look at the speaker	Uses more pronouns: 'I', 'me', 'my', 'mine', 'you', 'yours', 'he', 'she'
Able to balance on one foot, minimal body sway	Pours liquids with little spilling	Goes to the toilet and washes hands independently	Follows rules and likes pleasing others	Engages in make believe fantasy role play using dressing up, actions and different voices	Understands and follows instructions: first... next... last	Can sequence 3 to 4 pictures/photos logically and talk through the story
Hops on one foot or hops forward one step without other foot touching the ground	Completes jigsaws with 12 plus pieces	Can wipe/ blow own nose	Developing a sense of fairness	Uses and adapt the ideas of other children and adults in creative & imaginative play	Understands Why/How, Who, What happened questions	Asks questions starting with: Can...? Does...? Why...
Runs and changes direction smoothly, reciprocal/ swinging arm movements	Hand dominance developing	Can focus on a game, activity until completed and then move onto next one	Becoming aware of other children's emotions	Uses imagination to create and play with models eg: Duplo	Beginning to understand more abstract words: if... maybe... might...	Beginning to use plurals but may use 'mouses' etc
Pedals a tricycle including steering	Uses a fork and spoon and beginning to use knife to spread	Asks for help when needed	Developing self confidence	Is able to choose and plan play activities?	Aware of time in relation to daily routine: tonight, tomorrow	Can tell own name and age

The developmental skills described are not designed to be used as part of a formal assessment and generally they should all be observable within the weekly routine of the setting. Write any additional comments or observations, if needed, on a separate sheet and attach to the overview.

The overviews could be completed on an on-going basis throughout the course of the year. The four year old Overview must be completed by the end of May. Use of the three year old overview is optional but it would be particularly useful to complete should there be pre-existing concerns about a child's development.

Name of Child		Date of Birth:
Name of Centre:		

When a concern or challenge is identified through the use of the overviews, information should be discussed with the support structure within the setting (Childhood Practice Manager/Head Teacher/Support for Learning Teacher/Principal Teacher Pre-school Education) and shared with parents/carers and the Link Health Visitor.

Shared with:		Date:
Shared with: (parent/carer)		Date:
Shared with: (HV)		Date:
Shared by:		Date:

Credits:
Referral Guidelines for Education Nurseries and Schools: Speech and Language Therapy Service*, NHS Highland, 2008*
Gross Motor Development: Women & Children's Physiotherapy Services, *NHS Highland, 2007*
I still can't tie my shoelaces…….: *NHS Quality Improvement Scotland, 2008*
Play Steps: *Highland Council Psychological Services, 2011*
Elizabeth Morris, Director at Child Learning and Development Advisory Centre, *(formally School of Emotional Literacy)*
Ann Locke and Maggie Beech: *1991*

Highland Framework for the Staged Approach to Intervention in the Early Years

The Highland Council
Comhairle na Gàidhealtachd

Level 3:

Interventions that require direct assessment or delivery from specialists

Level 2:

Interventions that can be tried, with advice from relevant specialists

Level 1:

Interventions that can be tried immediately by midwives and parents

Antenatal Pathway

Level 3:

Interventions that require direct assessment or delivery from specialists

Level 2:

Interventions that can be tried, with advice from relevant specialists

Level 1:

Interventions that can be tried immediately by family team and parents

12-15 Months Review

Level 3:

Interventions that require direct assessment or delivery from specialists

Level 2:

Interventions that can be tried, with advice from relevant specialists

Level 1:

Interventions that can be tried immediately by family team and parents

27-30 Months Review

Level 3:

Interventions that require direct assessment or delivery from specialists

Level 2:

Interventions that can be tried, with advice from relevant specialists

Level 1:
Interventions that can be tried immediately by family team, nursery staff and parents

Developmental Overviews

Prevention of later difficulties through Early Assessment, Identification of Need and Intervention

NHS
Highland