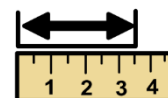


Help Sheet

0 – 25 Specialist Teaching and Support Service

How to use the Early Years Developmental Journal.



Why?

- This is to support practitioners to use the Early Years Developmental Journal to assess children with SEND.
- This is beneficial because accurate assessments can inform planning and measure progress.
- The Early Years Developmental Journal is a useful tool because it is used by the SEN Team and links to the Bradford Matrix of Need 'Early Years SEN Progress Grid' [EY SEN Progress Grid 181121RD.pdf \(bradford.gov.uk\)](#).

You will need:

- Time to closely observe the child.
- A copy of the Early Years Developmental Journal.
- Time with the SENCo or colleagues to moderate judgements.

How?

- Observe the child in different contexts e.g. lunch time, outdoor play, indoors in the areas of provision, carpet time. Make notes to capture their achievements, emerging skills and barriers.
- The Early Years Developmental Journal is split into four areas:
 - Personal, Social and Emotional
 - Communication
 - Physical
 - Thinking
- Look at the statements on the Early Years Developmental Journal. For each of the four areas decide which step is the 'best fit'.
- Moderate the assessment judgements with the SENCo or colleagues.

Help Sheet

0 – 25 Specialist Teaching and Support Service

What to observe:

<p>Cognition and Learning</p> <ul style="list-style-type: none"> • involvement in and accessing self-directed play / learning • involvement in and accessing adult-directed play / learning • how the child is playing with peers e.g. alongside others, to and fro interactions • areas of provision accessed and specific interests • developmental types of play the child is engaged in e.g. exploratory, imaginative • characteristics of learning e.g. problem solving • cognitive interests and ability – numbers / colours / shapes / letters / reading 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • attention & listening • speech sounds • receptive and expressive language • levels of social interaction and communication • non-verbal communication (e.g. looking towards adults, taking adults to desirables, vocalisations, gestures such as pointing)
<p>Social, Emotional and Mental Health</p> <ul style="list-style-type: none"> • presentation e.g. happy, social, quiet • awareness of others • making relationships with adults/peers • response to routine • feelings and behaviour - what do the behaviours look like? • feelings and behaviour - what calms the child down? self- regulation/mutual regulation 	<p>Sensory and Physical</p> <ul style="list-style-type: none"> • gross motor skills and mobility • fine motor skills • vision & hearing • sensory needs • eating and drinking • toileting & dressing • safety

Things to note:

This is part of the 'Early Years Developmental Journal Tool Kit':

- [Help Sheet – How to use the Early Years Developmental Journal.](#)
- Template - How to observe to inform assessments - Early Years Developmental Journal.
- Assessment – Early Years Developmental Journal (Step per Page)

Reference / Evidence base – informed by:

Early Years Developmental Journal – Department for Education 2013