

# My Derbyshire Personal Education Plan (PEP)



<b>Date of PEP Meeting:</b>					
<b>Name of child:</b>					
<b>Date of birth:</b>		<b>Age:</b>		<b>Social Services PIN No:</b>	
<b>School/Setting :</b>					

<b>When did the child start at this school/setting?</b>	
<b>Does this child attend another setting as well as this one? (If yes, give details)</b>	
<b>Any previous schools/settings?</b>	

<b>Next PEP Review Meeting:</b>	<b>Date</b>	<b>Time</b>	<b>Venue</b>
<b>Next Looked After Child Review:</b>	<b>Date</b>	<b>Time</b>	<b>Venue</b>

Please return via the schools secure site, (Derbyshire Schools only) clearly labelled as per the schools guidance or post to:

PEP Administrator, Virtual School

Chatsworth Hall, B Block

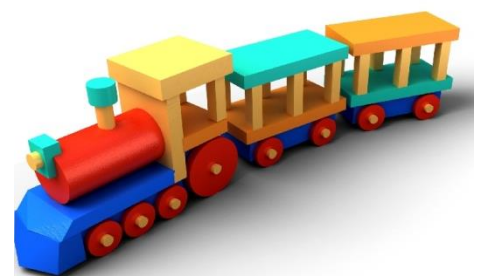
Chesterfield Road

Matlock

Derbyshire, DE4 3FW

For further information contact [Belinda.smith@derbyshire.gov.uk](mailto:Belinda.smith@derbyshire.gov.uk)

Can be emailed using Office 365 Encrypted email option.



<b>Personal Details</b> <i>(School/setting to fill in as much as possible before the PEP meeting.</i> <i>Any information not known can be added during the PEP meeting by the Social Worker/ Carer as appropriate)</i> <b>*Some details must be kept confidential and not released to the meeting. Social Worker will advise.</b>					
Legal Surname:			Forename:		
Also known as: Eg. Adoptive name					
Date of birth:			Male:		Female:
Unique Pupil Number (UPN) <i>Only refers to Reception children</i>					
Ethnicity:			First language:		
*Current Address:			*Name of carer(s):		
			*Tel no:	Home:	
				Mobile:	
<b>Care Details:</b>					
Social Worker:			Office Tel:		
Address:					
Email:					
Date child entered care:					
Name of person(s) with Parental Responsibility:					
<b>Care Status: (please tick)</b>					
Voluntarily Accommodated (Section 20)		Interim Care Order (Section 38)		Placement Order	
Care Order (Section 31)		Other			
<b>Placement Type: (please tick)</b>					
At home		Friends		Foster Care	
Relatives		Residential Care		Adoption Placement	

**Health**

**Health needs** (*all aspects of my health and wellbeing that may impact on learning, including any assessments, diagnoses, treatments, therapies or referrals*).

**Any other health agencies involved** (*eg CAMHS, SALT, OT, Counsellor*)

**School/Setting**

**Name of school/setting:** (Ofsted registered name)

<b>Address:</b>		<b>Tel:</b>	
		<b>Local Authority:</b> (of school/ setting)	
		<b>Current Ofsted Grade:</b>	

**Email:**

**Child's Key Person:**

**School 'Designated Teacher' for CiC or Main Contact: (Settings)**

**Email:**

**Derbyshire Virtual School**

**Virtual School Officer:**

**Telephone:**

**Email:**

**Is a Virtual School Officer currently working with the child?**

Yes

No

**Hours per week:**













**Is a Creative Mentor currently working with the child?**

Yes

No

**Name of Creative Mentor:**

**Hours per week:**

Review of previous PEP Targets			
To be completed prior to PEP review meeting. <i>(If first PEP please leave blank.)</i>			
My previous PEP Targets	How did I do? (Tick 1 face)	What helped or might help me now?	Impact of Pupil Premium Spending
			
			
			
			
			
			
			
			
			
			
			
			

## Achievements to celebrate

*Setting/school to fill in prior to review meeting and share at the meeting.*

*Child can also include drawing, photo or piece of work*

**Has made these friends:**

**Likes these things:**

**Childs' Name**

**Is happy when:**

**Is good at:**

**Likes playing with:**

**Is trying to get better at:**

**Who has helped complete this? (Class teacher / practitioner/ key person etc.)**

## Significant Development (*Please relate this to the EYFS*)

*To be completed by my Key Person/Class Teacher/Designated Teacher prior to the PEP Review Meeting. If there is a current child summary record (completed within 1 month of PEP), a copy can be attached instead of completing this section.*

### How do I learn? (Characteristics of Effective Learning)

Playing and exploring (*finding out, having a go, playing with what I know*):

Active learning (*concentrating and being involved, keeping trying, enjoying and achieving*):

Creating & thinking critically (*having my own ideas, making links, choosing ways to do things*)

### Prime Areas of EYFS

In my personal, social and emotional development I have begun to:

In my communication and language I have begun to:

In my physical development I have begun to:

**Specific Areas of EYFS****In my literacy I have begun to:****In my maths I have begun to:****In my understanding of the world I have begun to:****In expressive arts and design I have begun to:****Outcome of the ECAT Early Language Child Monitoring Tool (CMT)***(Please enclose completed copy with PEP paperwork)*

Area	Previous Assessment					Current Assessment				
	Development Band	At risk of delay?				Development Band	At risk of delay?			
Listening & attention		Yes		No			Yes		No	
Understanding		Yes		No			Yes		No	
Talking		Yes		No			Yes		No	
Social Communication		Yes		No			Yes		No	

Interventions used to support progress:

**Outcome of the Derbyshire Physical Development Monitoring Tool (PDMT)***(Please enclose completed copy with PEP paperwork)*

Area	Previous Assessment					Current Assessment				
	Development Band	At risk of delay?				Development Band	At risk of delay?			
Gross Motor		Yes		No			Yes		No	
Fine Motor		Yes		No			Yes		No	
Health & Self-Care		Yes		No			Yes		No	

Interventions used to support progress:

## Tracking

	Dev. Band	PSED			C&L			Physical		Literacy		Maths		UTW			EAD	
		Making Relationships	Self-confidence and self-awareness	Managing feelings and behaviour	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Reading	Writing	Numbers	Shape, space and measure	People and communities	The world	Technology	Exploring & using media a& materials	Being imaginative
<b>Assessment Date:</b> _____  <b>Age in months:</b> _____  <b>No. of hours per week:</b> _____  <b>Term time only?</b> Yes / No  <b>EY Pupil Premium?</b> Yes / No	0-11																	
	8-20																	
	16-26																	
	22-36																	
	30-50																	
	40-60+																	
	ELG																	
	Exc ELG																	
	L/S/H																	
<b>Below / In Line / Above</b>	↓ / ✓ / ↑																	

Please indicate if you use a different system	Key
	<b>L = Low:</b> The child is just beginning to work within the developmental band
	<b>S = Secure:</b> The child is well established within the band i.e. confidently meeting many of the statements
	<b>H = High:</b> Evidence of learning which is Natural, Independent, Consistent & Embedded for almost all statements within the band

When deciding age related expectations please see document 'GUIDANCE FOR SCHOOLS & SETTINGS (Early years)'

	YES	NO
Is the child making expected levels of progress (for the child)?		
Is the child meeting age related expectations?		
Is the child on target to achieve a Good Level of Development at the end of EYFS?		



<b>Additional Needs: Statement/Education Health &amp; Care Plan</b>				
<b>Please tick the SEND Status of the child</b>				
<b>None:</b>	<b>SEN Support:</b>	<b>Statement:</b>	<b>EHCP:</b>	
<b>Is the child undergoing an Education, Health Care Needs Assessment?</b>			<b>Yes</b>	<b>No</b>
<b>Date of last Annual Review: <i>(please attach a copy)</i></b>				
<b>Planned date of next Annual Review:</b>				
<b>Date of most recent termly SEND Review:</b>				
<b>Does the school/setting receive additional SEN funding for the child?</b>			<b>Yes</b>	<b>No</b>
<b>If yes, please give details below:</b>				
<b>Type of funding</b> Eg. ETAEYS, GRIP, TAPS	<b>Hours per week</b>	<b>Duration of funding</b>		
		<b>From</b>	<b>To</b>	
<b>Does the child receive a Disability Living Allowance?</b>			<b>Yes</b>	<b>No</b>
<b>If yes and child is accessing 3-4 year old funding – has the school/setting claimed the Disability Access Fund?</b>			<b>Yes</b>	<b>No</b>

<b>Attendance</b>				
<b><u>Settings/ Nursery:</u></b>				
<b>No. of Government funded hours per week:</b>		<b>Are these hours 'stretched'?</b>	<b>Yes</b>	<b>No</b>
<b>No. of additional hours per week:</b>		<b>Who pays for these additional hours?</b>		
<b>Total no. of hours per week:</b>		<b>Is attendance more than 90%?</b>	<b>Yes</b>	<b>No</b>
<b>Does the carer and child meet the criteria for Government 30 hours funding and desire more than 15 hours per week for the child?</b>			<b>Yes</b>	<b>No</b>
<b>If yes, how many total hours per week would best meet the child's needs?</b> (Please note – this may not be possible)				
<b>Please indicate reason for a desired change in hours</b>				
<b><u>Year R</u></b>				
<b>Please attach a copy of herringbone attendance report</b>				
<b>Year R Current attendance (%):</b>		<b>Authorised absence (%):</b>		<b>Unauthorised absence (%):</b>
<b>Any fixed term exclusions? <i>(please give dates)</i></b>				
<b>What would help me attend more regularly?</b>				

<b>Transitions – education or care placement</b>		
	<b>What is/will be happening?</b>	<b>Actions Needed:</b>
<b>Education</b>		
<b>Care</b>		

<b>Additional Relevant Information</b> (not included elsewhere in the PEP)	

**Carers Comments about the child****Is happy when:****Likes playing with:****Is good at:****Is trying to get better at:****What is going well:****Do you have any concerns?****What would you like the child to achieve in the next 3 months?**

**Setting my new targets to raise attainment (If I have an SEN Support Plan these targets will be the same - please attach)**

**\*SMART = Specific, Measurable, Achievable, Realistic, Time limited**

<b>I can already...</b>	<b>Target I want to learn how to..</b>	<b>Ideas for how you can help me (Including ideas for carer)</b>	<b>Use of Pupil Premium Plus/ Early Years Pupil Premium</b>	<b>Who will help me? (Include carer)</b>	<b>By when?</b>

**Please attach your Provision Map for use of Early Years Pupil Premium or Pupil Premium Plus (Claim by Term, i.e. Autumn, Spring, Summer).**

A template is available on request – please email: [virtualschool@derbyshire.gov.uk](mailto:virtualschool@derbyshire.gov.uk)

**People present at my meeting:***(School/setting to fill in at the PEP meeting)*

<b>Child attended PEP:</b>	<b>Yes</b>		<b>No</b>		Child should be invited to share their views and/or show something they are proud of at the PEP review meeting, as appropriate.
<b>Name</b>		<b>Role</b>		<b>Contact Details (if not above)</b>	

**My Personal Education Plan Actions**

<b>Action</b>	<b>Who</b>	<b>By when</b>
E.g, Investigate possible funding.	E.g. Social Worker	(E.g. date)

**How will my plan be shared within two weeks?**


- The Key Person/Designated Teacher will keep a copy in the child's PEP folder and will share relevant info including new targets with those who need to know in school/setting.
- Schools/Settings can post a copy to PEP Administrator, Virtual School, B Block, Chatsworth Hall, Chesterfield Road, Matlock, Derbyshire, DE4 3FW
- Virtual School will circulate the returned PEP to relevant people including the social worker.
- Derbyshire maintained schools can also return to PEP Administrator via the school secure site following Derbyshire County Council guidelines or by email using Office 365 Encrypted Email Option.

	Listening and Attention	Understanding (Receptive Language)	Talking (Expressive Language)	Social Communication
0-11 months	<input type="checkbox"/> Turns toward a familiar sound then locates range of sounds with accuracy. <input type="checkbox"/> Listens to, distinguishes and responds to intonations and sounds of voices. <input type="checkbox"/> Quietens or alerts to the sound of speech. <input type="checkbox"/> Fleeting Attention – not under child's control, new stimuli takes whole attention.	<input type="checkbox"/> Stops and looks when hears own name. <i>(by 12 months ☒)</i>	<input type="checkbox"/> Gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'. <i>(by 11 months ☒)</i>	<input type="checkbox"/> Gazes at faces and copies facial movements, eg. sticking out tongue. <input type="checkbox"/> Concentrates intently on faces and enjoys interaction. <input type="checkbox"/> Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. <i>(by 12 months ☒)</i>
8-20 months	<input type="checkbox"/> Concentrates intently on an object or activity of own choosing for short periods. <input type="checkbox"/> Pays attention to dominant stimulus – easily distracted by noises or other people talking. <input type="checkbox"/> Moves whole bodies to sounds they enjoy, such as music or a regular beat. <input type="checkbox"/> Has a strong exploratory impulse.	<input type="checkbox"/> Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). <input type="checkbox"/> Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'	<input type="checkbox"/> Uses single words. <i>(by 16 months ☒)</i> <input type="checkbox"/> Frequently imitates words and sounds. <input type="checkbox"/> Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye)	<input type="checkbox"/> Likes being with familiar adult and watching them. Developing the ability to follow an adult's body language, including pointing and gesture. <input type="checkbox"/> Learns that their voice and actions have effects on others. <input type="checkbox"/> Uses pointing with eye gaze to make requests, and to share an interest. <i>(by 18 months ☒)</i>
16-26 months	<input type="checkbox"/> Listens to and enjoys rhythmic patterns in rhymes and stories. <input type="checkbox"/> Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. <input type="checkbox"/> Rigid attention – may appear not to hear.	<input type="checkbox"/> Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.	<input type="checkbox"/> Beginning to put two words together (e.g. 'want ball', 'more juice') <i>(by 24 months ☒)</i> <input type="checkbox"/> Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) <input type="checkbox"/> Beginning to ask simple questions.	<input type="checkbox"/> Gradually able to engage in 'pretend' play with toys (supports child to imagine another's point of view). <input type="checkbox"/> Looks to others for responses which confirm, contribute to, or challenge their understanding.
22-36 months	<input type="checkbox"/> Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. <i>(by 36 months ☒)</i> <input type="checkbox"/> Listens with interest to the noises adults make when they read stories. <input type="checkbox"/> Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.	<input type="checkbox"/> Identifies action words by pointing to the right picture, e.g., "Who's jumping?" <i>(by 30 months ☒)</i> <input type="checkbox"/> Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). <input type="checkbox"/> Developing understanding of simple concepts (e.g. big/little)	<input type="checkbox"/> Learns new words very rapidly and is able to use them in communicating. <input type="checkbox"/> Uses action, sometimes with limited talk, that is largely concerned with the 'here and now' (e.g. reaches toward toy, saying 'I have it'). <input type="checkbox"/> Uses a variety of questions (e.g. what, where, who) <input type="checkbox"/> Uses simple sentences (e.g. 'Mummy gonna work'.) <input type="checkbox"/> Beginning to use word endings (e.g. going, cats)	<input type="checkbox"/> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. <input type="checkbox"/> Holds a conversation, jumping from topic to topic. <input type="checkbox"/> Enjoys being with and talking to adults and other children. <input type="checkbox"/> Interested in others' play and will join in. <input type="checkbox"/> Responds to the feelings of others.
30-50 months	<input type="checkbox"/> Listens to others in one to one or small groups, when conversation interests them. <input type="checkbox"/> Listens to stories with increasing attention and recall. <input type="checkbox"/> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <input type="checkbox"/> Focusing attention – still listen or do, but can shift own attention. <input type="checkbox"/> Is able to follow directions (if not intently focused on own choice of activity).	<input type="checkbox"/> Understands use of objects (e.g. "What do we use to cut things?") <input type="checkbox"/> Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. <input type="checkbox"/> Beginning to understand 'why' and 'how' questions.	<input type="checkbox"/> Beginning to use more complex sentences to link thoughts (e.g. using and, because). <input type="checkbox"/> Can retell a simple past event in correct order (e.g. went down slide, hurt finger). <input type="checkbox"/> Uses talk to connect ideas, explain what's happening and anticipate what might happen next, recall and relive past experiences. <input type="checkbox"/> Questions why things happen and gives explanations. Asks e.g. who, what, when, how. <input type="checkbox"/> Uses a range of tenses (e.g. play, playing, will play, played)	<input type="checkbox"/> Beginning to accept the needs of others, with support. <input type="checkbox"/> Can initiate conversations. <input type="checkbox"/> Shows confidence in linking up with others for support and guidance. <input type="checkbox"/> Talks freely about their home and community. <input type="checkbox"/> Forms friendships with other children.
40-60+ months	<input type="checkbox"/> Sustains attentive listening, responding to what they have heard with relevant comments, questions or actions. <input type="checkbox"/> Maintains attention, concentrates and sits quietly when appropriate. <input type="checkbox"/> Two-channelled attention – can listen and do for short span. <input type="checkbox"/> Integrated attention – can listen and do in range of situations with range of people; varies according to the demands of the task.	<input type="checkbox"/> Understands humour, e.g. nonsense rhymes, jokes. <input type="checkbox"/> Demonstrates understanding of "how?" and "why?" questions by giving explanations. <input type="checkbox"/> Able to follow a story without pictures or props. <input type="checkbox"/> Understands instructions containing sequencing words; first...after...last, and more abstract concepts – long, short, tall, hard soft, rough.	<input type="checkbox"/> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. <input type="checkbox"/> Links statements and sticks to a main theme or intention. <input type="checkbox"/> Uses language to imagine and recreate roles and experiences in play situations. <input type="checkbox"/> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <input type="checkbox"/> Introduces a storyline or narrative into their play.	<input type="checkbox"/> Has confidence to speak to others about their own wants, interests and opinions. <input type="checkbox"/> Initiates conversation, attends to and takes account of what others say. <input type="checkbox"/> Explains own knowledge and understanding, and asks appropriate questions of others. <input type="checkbox"/> Shows awareness of the listener when speaking. <input type="checkbox"/> Expresses needs / feelings in appropriate ways. <input type="checkbox"/> Forms good relationships with adults and peers. <input type="checkbox"/> Works as part of a group or class, taking turns

## Notes on completing the Child Monitoring Tool

- Judgements of a child's stage of development are made through a process of ongoing observational assessment.
- Observation involves noticing what children do and say in a range of contexts, and includes information from the family about what children do and say at home.
- For children learning English as an additional language, it is important to find out from families/carers about how children use language in their first language and how they communicate at home.
- Complete by starting in the 0-11 months box of Attention and Listening and ticking each of the statements that the child can do. If all the statements in the age band are ticked continue down into the next age band until you get to an age band where one or more statements have not been ticked. Do not continue to the next age band.
- Repeat this process for each of the remaining 3 areas.
- Ensure the behaviour can be seen on different occasions and in different situations - NICE – Natural, Independent, Consistent and Embedded.
- Within each band, a judgement will be made in two levels – either 'Emerging' when a child shows some development at that level, or 'Secure' when most of the statements reflect the child's current development.
- Development of speech sounds need not be assessed specifically, but it is useful to be aware of typical development which is described in the table to the right.

## Checkpoints

- 'Checkpoint' statements are included. Marked with a flag  and a specific age, these are particular statements which should be noted.
- Where a child has not reached a Checkpoint by the age indicated this is not necessarily a sign of difficulty. The Checkpoint statements serve as an alert for close monitoring including discussion with the family, and perhaps further assessment or support.

## Making good progress

- The goal of monitoring children's development is to plan and provide more accurate support for each child to make good progress.
- How well a setting helps children to make good progress can be determined by analysing the proportion of children who are at risk of delay, as expected, or ahead of expectations in each strand of language and communication. If children are making accelerated progress, the proportion of children at risk of delay should decrease over time.

In considering whether a child is at risk of delay, as expected, or ahead in each strand of language and communication, it is necessary to consider the child's actual age in months in relation to the overlapping age bands. If a child is within two months of the end of the age band and development is not yet within the band or is judged to be 'Emerging', then a judgement of 'risk of delay' would be appropriate.

Guidance on typical development of speech sounds	
Stage	Speech sounds <i>(Developing speech and being understood applies to all languages. Order of acquiring specific sounds – here in English – may vary with other languages)</i>
<b>0-11 months</b>	Babbles using a range of sound combinations, with changes in pitch, rhythm and loudness. Babbles with intonation and rhythm of home language ('jargon').
<b>8-20 months</b>	Speech consists of a combination of 'jargon' and some real words and may be difficult to understand.
<b>16-26 months</b>	Many immature speech patterns, so speech may not be clear. May leave out last sounds or substitute sounds (e.g. 'tap' for 'cap'). Uses most vowels, and <i>m,p,b,n,t,d,w,h</i>
<b>22-36 months</b>	Speech becoming clearer, and usually understood by others by 36 months although some immature speech patterns still evident. May still substitute sounds or leave out last sound. Emerging sounds including <i>k,g,f,s,z,l,y</i> .
<b>30-50 months</b>	Speech mostly can be understood by others even in connected speech. Emerging use of <i>ng, sh, ch, j, v, th, r</i> – may be inconsistent. Sound clusters emerging (e.g. <i>pl</i> in <i>play</i> , <i>sm</i> in <i>smile</i> ) though some may be simplified (e.g. 'gween' for 'green').
<b>40-60+ months</b>	Overall fully intelligible to others. May be still developing <i>r</i> and <i>th</i> . May simplify complex clusters (e.g. <i>skr, str</i> ).



# Physical Development

Monitoring Tool – Birth to Five Child's Name: \_\_\_\_\_ Age (mths): \_\_\_\_\_ Date: \_\_\_\_\_ RESTRICTED (when completed)

	Moving & Handling – Gross Motor	Moving & Handling – Fine Motor	Health & Self-care
Birth – 11 mths	<ul style="list-style-type: none"> <li>Turns head in response to sounds and sights.</li> <li>Gradually develops ability to hold up own head.</li> <li>Makes movements with arms and legs which gradually become more controlled.</li> <li>Rolls over from front to back and from back to front.</li> <li>When lying on tummy becomes able to lift first head and then chest, supporting self with forearms (by 4 months ►).</li> <li>When lying on tummy becomes able to lift first head and then chest, supporting self with straight arms.</li> <li>Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes holds hands open or partly open when awake (rather than in fists when newborn) (by 4 months ►).</li> <li>Stretches out both hands together to grasp an object.</li> <li>Explores objects with mouth, often picking up an object and holding it to the mouth (by 6 months ►).</li> <li>Grabs or scratches clothes/surfaces in front of them.</li> <li>Reaches out for, touches and begins to hold objects.</li> <li>Picks up a small object with a raking motion.</li> <li>Uses whole hand to hold objects (palmar grasp).</li> </ul>	<ul style="list-style-type: none"> <li>Turns head in response to breast or bottle (by 2 months ►).</li> <li>Responds to and thrives on warm, sensitive physical contact and care, e.g. bathing and caring routines.</li> <li>Expresses discomfort, hunger or thirst.</li> <li>Anticipates food routines with interest.</li> <li>Places hand on bottle while feeding.</li> </ul>
8 – 20 months	<ul style="list-style-type: none"> <li>Sits unsupported on the floor (by 8 months ►).</li> <li>When sitting, can lean forward to pick up small toys (without losing balance).</li> <li>Crawls, bottom shuffles or rolls continuously to move around (by 9 months ►).</li> <li>Crawls, bottom shuffles or rolls to move around, reaching out for an object with one arm.</li> <li>Pulls to standing, holding on to furniture or person for support (uses the half kneel position, one knee up and one knee down) (by 12 months ►).</li> <li>Walks around furniture lifting one foot and stepping sideways (cruising).</li> <li>Walks with one or both hands held by adult.</li> <li>Stands alone for 10 or more seconds.</li> <li>Pushes or pulls (appropriately sized) wheeled toys.</li> <li>Takes first few steps independently.</li> <li>Walk independently with heel down first (by 18 months ►►).</li> </ul>	<ul style="list-style-type: none"> <li>Passes toys from one hand to the other (by 8 months ►).</li> <li>Pokes, points or prods at objects with index finger.</li> <li>Holds an object in each hand and brings them together in the middle e.g. holds 2 blocks and bangs them together (by 10 months ►).</li> <li>Picks up small objects between thumb and a finger (pincer grip), while resting arm on table (by 12 months ►).</li> <li>Releases a toy from their grasp by dropping it, but cannot yet put it down voluntarily.</li> <li>Puts a small toy down, without dropping it, and then take hand off the toy, with controlled release (by 12 months ►).</li> <li>Picks up small objects between thumb and fingers.</li> <li>Holds pen or crayon using the whole hand (palmar) grasp, sometimes with both hands and makes random marks with different strokes.</li> </ul>	<ul style="list-style-type: none"> <li>Opens mouth for spoon.</li> <li>Holds own bottle or cup (feeder cup).</li> <li>Grasps finger foods and brings them to mouth.</li> <li>Tries to grasp spoon when being fed.</li> <li>Tips and holds bottle independently to feed (keeping the bottle up without lying down) (by 12months ►).</li> <li>Attempts to use spoon: can guide towards mouth but food often falls off.</li> <li>Can actively cooperate with nappy changing (lies still, helps hold legs up).</li> <li>Helps with being dressed e.g. pulls off hat, can take off shoes and socks when unfastened, pushes arms through sleeves, legs into trousers.</li> <li>Starts to communicate urination, bowel movement.</li> <li>Cooperates with drying hands.</li> </ul>
16 – 26 mths	<ul style="list-style-type: none"> <li>Walks upstairs holding hand of an adult.</li> <li>Comes downstairs backwards on knees (crawling).</li> <li>Squats down with complete steadiness (by 20 months ►).</li> <li>Squats down with complete steadiness and picks up a toy.</li> <li>Sits on a tricycle moving it with feet pushing on the floor.</li> <li>Jumps from a low level step with both feet (by 22 months ►).</li> <li>Climbs onto furniture or other large objects, such as large climbing blocks.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to balance blocks to make a small tower.</li> <li>Can control their wrist movement to manipulate objects (by 18 months ►).</li> <li>Threads large beads onto a thick rod.</li> <li>Holds crayon between thumb and finger ends to make spontaneous circular scribble as well as to-and-fro scribble and dots.</li> <li>Make connections between their movements and the marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>Develops own likes and dislikes in food and drink.</li> <li>Willing to try new food textures and tastes.</li> <li>Holds cup with both hands and drinks without much spilling.</li> <li>Clearly communicates wet or soiled nappy or pants.</li> <li>Shows some awareness of bladder and bowel urges.</li> <li>Shows awareness of what a potty or toilet is used for.</li> <li>Shows a desire to help with dressing/undressing and hygiene routines.</li> </ul>
22 – 36 months	<ul style="list-style-type: none"> <li>Runs safely on whole foot.</li> <li>Squats with steadiness to rest or play with object on the ground, and stands up without using hands.</li> <li>Jumps off the floor both feet together.</li> <li>Climbs confidently and is beginning to pull themselves up on nursery climbing equipment.</li> <li>Kicks a large ball.</li> <li>Throws a ball overarm and forwards without falling over.</li> <li>Walks upstairs or downstairs holding onto a rail two feet to a step.</li> </ul>	<ul style="list-style-type: none"> <li>Turns pages in a book, sometimes several at once.</li> <li>Builds a tower of 7+ small blocks.</li> <li>Threads large beads onto a stiff ended lace.</li> <li>Use a turning motion with hand when trying to turn door knobs, wind-up toys or screw lids on or off jars (by 36 months ►).</li> <li>Shows control in holding and using, jugs to pour, hammers, books and mark making tools.</li> <li>Beginning to use three fingers (tripod grip) to hold writing tools.</li> <li>Imitates drawing simple shapes such as circles and lines.</li> <li>Copies a single vertical line &amp; a single horizontal line.</li> <li>May be beginning to show preference for dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>Feeds self competently with spoon.</li> <li>Drinks well without spilling.</li> <li>Clearly communicates their need for potty or toilet.</li> <li>Pulls down pants when using the toilet, but may need help to pull them back up.</li> <li>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt, puts on shoes.</li> <li>Beginning to be independent in self-care, but still often needs adult support.</li> </ul>



## Physical Development Monitoring Tool – Birth to Five cont...

	Moving & Handling – Gross Motor	Moving & Handling – Fine Motor	Health & Self-care
30 – 50 months	<input type="checkbox"/> Mounts stairs, steps or climbing equipment using alternate feet (by 36 months ►). <input type="checkbox"/> Walks downstairs, two feet to each step while carrying a small object. <input type="checkbox"/> Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. <input type="checkbox"/> Walks backwards and sideways. <input type="checkbox"/> Can stand momentarily on one foot when shown (for 3 seconds). <input type="checkbox"/> Can catch a large ball. <input type="checkbox"/> Draws lines and circles using gross motor movements. <input type="checkbox"/> Pedals a tricycle. <input type="checkbox"/> Balances and walks on tiptoes and returns to flat foot (by 36 months ►). <input type="checkbox"/> 1 complete log roll – front-back-front or back-front-back, roll may be disjointed, top and bottom half of body roll separately, legs may bend. <input type="checkbox"/> Hop up and down at least once, on both the right and left foot without losing balance or falling over (by 48 months ►).	<input type="checkbox"/> Uses one handed tools and equipment e.g. makes snips in paper with child scissors. <input type="checkbox"/> Builds a tower using nine or ten small blocks. <input type="checkbox"/> Threads small beads onto a lace. <input type="checkbox"/> Closes fist and wiggle thumb, left and right. <input type="checkbox"/> Spreads hand and brings thumbs into opposition to each finger in turn. <input type="checkbox"/> Holds pencil between thumb and two fingers (by 48 months ►). <input type="checkbox"/> Holds pencil near point between first two fingers and thumb and uses it with good control. <input type="checkbox"/> Copies shapes: o and +, onto a large sheet of paper using a pen, pencil or crayon. <input type="checkbox"/> Draws pictures of people that have at least three of the following features: head, eyes, nose, mouth, neck, hair, trunk, arms, hands, legs or feet. <input type="checkbox"/> Can copy some letters e.g. letters from their name.	<input type="checkbox"/> Eats skilfully with a spoon and fork. <input type="checkbox"/> Can tell adults when hungry or tired or when they want to rest or play. <input type="checkbox"/> Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. <input type="checkbox"/> Pulls pants down and up but needs help with buttons and other fastenings. <input type="checkbox"/> Can usually manage washing and drying hands. <input type="checkbox"/> Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers and pulls up zipper once it is fastened at the bottom. <input type="checkbox"/> Manages to use the toilet independently (by 36 months ►).
40 – 60+ months	<input type="checkbox"/> Jumps off an object and lands appropriately. <input type="checkbox"/> Jumps forward from a standing position, 2 feet to 2 feet starting with feet together (arms swing forward on take-off, body weight forward and knees bent on landing). <input type="checkbox"/> Jumps upwards from a standing position, 2 feet to 2 feet, starting with feet together (simultaneous co-ordinated upward arm lift). <input type="checkbox"/> Skip forward with alternate feet (by 48 months ►). <input type="checkbox"/> Stand on 1 foot and balance for 5 seconds (right and left). <input type="checkbox"/> March using opposite hand, arm swing and leg action. <input type="checkbox"/> Side gallop 5 metres, right and left, but may have a preferred side, arms begin to aid balance. <input type="checkbox"/> Hop up and down at least 6-8 times on both the left and right foot, without losing balance, falling over or putting the other foot down. <input type="checkbox"/> Heel to toe walk (walk in straight line, heel of one foot in front of and touching toe of another) forwards 4 or more steps with no support. <input type="checkbox"/> Walk forward, backwards and sideways on a bench for 2 metres. <input type="checkbox"/> Walks up and downstairs alone, using alternate feet. <input type="checkbox"/> 1 complete log roll – 1 complete turn, legs remain straight and together, arms remain by ears. <input type="checkbox"/> Pedals and skilfully manoeuvres tricycle. <input type="checkbox"/> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. <input type="checkbox"/> Travels with confidence and skill around, under, over and through balancing and climbing equipment. <input type="checkbox"/> Climbs the rungs of a ladder of a playground slide and slide down without help. <input type="checkbox"/> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	<input type="checkbox"/> Following a line drawn on paper, can cut the paper in half on a more or less straight line, while holding own paper. <input type="checkbox"/> Handles tools, objects, construction and malleable materials safely and with increasing control. <input type="checkbox"/> Shows a preference for a dominant hand. <input type="checkbox"/> Counts fingers on one hand with index finger of other. <input type="checkbox"/> Thread large eyed needles and sew with large stitches. <input type="checkbox"/> Begins to use anti-clockwise movement and retrace vertical lines. <input type="checkbox"/> Can copy the shapes below (should look similar to designs below, but may be different in size): +   □   △ <input type="checkbox"/> Can draw a person with head, body, arms and legs when asked to draw a picture of a girl or boy. <input type="checkbox"/> Begins to form recognisable letters. <input type="checkbox"/> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	<input type="checkbox"/> Uses a knife and fork competently, but may still need to have meat cut up for them. <input type="checkbox"/> Dresses and undress but may have difficulty with laces, ties and back buttons. <input type="checkbox"/> Usually dry and clean during the day.
ELG	<input type="checkbox"/> Children show good control and co-ordination in large movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively.	<input type="checkbox"/> Children show good control and co-ordination in small movements. They handle tools effectively, including pencils for writing.	<input type="checkbox"/> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## How to complete the Physical Development Monitoring Tool (PDMT)

- Working with parents/carers is an integral part of completing the Physical Development Monitoring Tool.
- The PDMT **must** be completed in conjunction with parents/carers.
- Judgements of a child's stage of development are made through a process of ongoing observational assessment.
- Observation involves noticing what the child can do in a range of contexts, and includes information from the carer about what the child does at home.
- Complete the profile by starting in the first box (0-11 months) of 'Moving & Handling - Gross Motor' and tick each of the statements that the child can do. Continue down into the next age band until you get to an age band where one or more statements have not been ticked. Do not continue to the next age band.
- Repeat the same procedure for "Moving and Handling - Fine Motor" and "Health and Self Care".
- Ensure the behaviour can be seen on different occasions and in different situations - NICE – Natural, Independent, Consistent and Embedded.

## Making a judgement

- Within each band, a judgement will be made in three levels – either 'Low' 'Secure' & 'High'.
  - Low: The child is just beginning to work within the developmental band
  - Secure: The child is well established within the band i.e. confidently meeting many of the statements
  - High: Evidence of learning which is NICE (Natural, Independent, Consistent and Embedded) for almost all statements within the development band.
- Following this, for each area you need to make a judgement whether child is 'as expected', 'ahead' or 'at risk or delay'.
  - **As expected:** if s/he has some statements in the age band correlating to her/his chronological age, the child's level of development is as 'expected'.
  - **Ahead:** if s/he has some statements ticked from a higher age band than his/her chronological age, the child's level of development is 'ahead'.
  - **At risk or delay:** if s/he has no statements ticked in the age band correlating to her/his chronological age, her/his level of development is 'at risk of delay.' In addition, if s/he is 'Low' or 'Secure' in the age band correlating to her/his chronological age and they have less than 2 months to go before s/he leaves this age band then the child's is also 'at risk of delay'.

## Checkpoints

- 'Checkpoint' statements are marked with a flag ► and a specific age). These are to be particularly noted. If a child is not achieving these checkpoint statements you will need to begin gathering additional information, such as extra observations, talking to parents/carers etc. These checkpoint statements serve as an alert for close monitoring including discussion with the parent /carer, and perhaps further assessment, intervention or support.
- If the double flagged (►►) checkpoint statement in the 8-20 months age band for 'Moving & Handling – Gross Motor' is not met, this will require an immediate referral for further specialist intervention and support from the Physiotherapy Service.