

Physical Development - decision making support flowchart

Q1: Using your usual systems of observing, noticing, and reviewing children's learning is the child's development broadly typical in physical development?

No



The child may be at risk of delay if action is not taken soon.

Yes

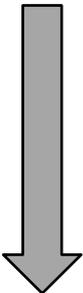


Continue with your universal offer for all children. This can include:

- quality first teaching, including responsive quality physical activities, opportunities and experiences within the provision throughout the day
- a high-quality environment that supports physical development
- adults as physical development partners.

Q2: Do you know the child's strengths, areas of difficulty and barriers to learning? Do you know what additional care, support, and adaptations to add to your practice to ensure the child thrives?

No



Yes



Put the interventions into action and share this information with parents. Allow time for interventions to be delivered within everyday practice and continuous provision. Children identified as requiring support should be regularly discussed with all staff and changes to the environment, language and the role of the adult is clear.

Collect information on the child's strengths, areas of difficulty and barriers to learning. Collect information on what additional care, and interventions you need to add to your practice to ensure the child can thrive. You may benefit from using other available tools to support detailed understanding and judgments of skills, such as:

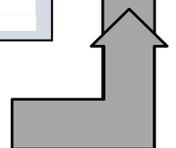
- ASQ (Ages and Stages Questionnaire) via health services input.
 - ECaM package e.g. Revised ECaM Assessment Tool, ECaM training, ECaM intervention strategies
- Allow time for interventions to be delivered and changes to be embedded within everyday practice and continuous provision. Children identified as requiring intervention should be regularly discussed with all staff and changes to the environment, opportunities and experiences, and the role of the adult is clear.

No



Q3: Has the child made progress and is development broadly typical?

Yes



Continue to review and adjust the intervention. Additional targeted intervention may be required and can be supported with the following:

- where a number of sensory responses are evident a 'bundle' of resources, including a 'Sensory Processing Needs' Toolkit are available on the Derbyshire Local Offer - [Derbyshire Area Sensory Processing Needs](#).
- supportive documents, including the 'EYFS Celebratory Checkpoints', 'Early Years Graduated Response' and 'Early Years Descriptors of Special Educational Needs Provision' are available on the Derbyshire Local Offer - [Early years special educational needs \(SEN\)](#) page which will help breakdown areas for progression and planning of intervention.
- possible referrals to NHS services e.g. Physiotherapy, Occupational Therapy, or LA services e.g. Educational Psychology, Sensory, EYSENS accessible through application to the EY panel/funding routes, information available on the Derbyshire Local Offer - [Early years special educational needs \(SEN\)](#) page.

Physical Development - decision making support flowchart.

Question 1: Using your usual systems of observing, noticing, and reviewing children's learning is the child's development broadly typical in physical development?

If the **answer is yes**, continue with your universal offer for all children. This can include:

- quality first teaching, including responsive quality physical activities, opportunities, and experiences within the provision throughout the day
- a high-quality environment that supports physical development
- adults as physical development partners.

If the **answer is no**, the child is at risk of delay if action is not taken soon. Progress to the next question.

Question 2: Do you know the child's strengths, areas of difficulty and barriers to learning? Do you know what additional care, and interventions to add to your practice to ensure the child thrives?

If the **answer is yes**, put the interventions into action and share this information with parents. Allow time for interventions to be delivered within everyday practice and continuous provision. Children identified as requiring support should be regularly discussed with all staff and changes to the environment, language and the role of the adult is clear and purposeful. Return and review question 1 and continue with your universal offer.

If the **answer is no**, collect information on the child's strengths, areas of difficulty and barriers to learning. Collect information on what additional care, and interventions you need to add to your practice to ensure the child can thrive. You may benefit from using other available tools to support detailed understanding and judgments of skills, such as:

- ASQ (Ages and Stages Questionnaire) via health services input.
- ECaM package e.g. Revised ECaM Assessment Tool, ECaM training, ECaM intervention strategies.

Allow time for interventions to be delivered and changes to be embedded within everyday practice and continuous provision. Children identified as requiring intervention should be regularly discussed with all staff and changes to the environment, opportunities and experiences, and the role of the adult is clear. Progress to the next question.

Question 3: Has the child made progress and is development now broadly typical?

If the **answer is yes**, return and review question 1 and continue with your universal offer.

If the **answer is no**, continue to review and adjust the intervention. Additional targeted intervention may be required and can be supported with the following:

- where a number of sensory responses are evident a 'bundle' of resources, including a 'Sensory Processing Needs' Toolkit are available on the Derbyshire Local Offer - [Derbyshire Area Sensory Processing Needs](#).
- supportive documents, including the 'EYFS Celebratory Checkpoints', 'Early Years Graduated Response' and 'Early Years Descriptors of Special Educational Needs Provision' are available on the Derbyshire Local Offer - [Early years special educational needs \(SEN\)](#) page which will help breakdown areas for progression and planning of intervention.
- possible referrals to NHS services e.g. Physiotherapy, Occupational Therapy, or LA services e.g. Educational Psychology, Sensory, EYSENS accessible through application to the EY panel/funding routes, information available on the Derbyshire Local Offer - [Early years special educational needs \(SEN\)](#) page.

Revised ECaM Assessment Tool – Guidance 2022

What is different?

This guidance has been written to update the previous *Derbyshire ECaM: Every Child a Mover (ECaM)* Physical Development Monitoring Tool guidance. The key changes are:

- a decision-making flow chart has been added to help you understand the process you need to consider BEFORE choosing to use an assessment tool like this one
- previous EYFS age bandings have been removed
- previous EYFS 'Health & Self-care' aspect descriptors have been removed or merged into 'Gross Motor' or 'Fine Motor' descriptors
- some descriptors have been merged or rearranged to reflect improved development flow
- some descriptors have been added
- a series of reflective questions to support two key aspects of sensory and physical development i.e. the vestibular (sense of balance) and proprioceptive (sense of space) systems have been added
- links to the **Physical Activity Guidelines** from the Chief Medical Officers in the UK have been included and are to be considered when assessing a child's physical development
- the assessment record sheet has been reworded to focus on the decision and action needed e.g., 'no intervention', 'intervention' and 'intervention plus'.

When do I use the Revised ECaM Assessment Tool?

Gather your knowledge of the child and use observation and checkpoints, as outlined in Development Matters 2021 or other physical development tools, to refine your knowledge and understanding of the child's physical development.

If the checkpoint questions highlight gaps in your knowledge, return to your observations to check your information and understanding.

If the checkpoint questions raise concerns for the child's physical development, this assessment tool may then help you to identify key areas for support and development. Please complete the ECaM Assessment Tool in conjunction with parents/carers.

Who is the Revised ECaM Assessment Tool for?

With the increased emphasis on ensuring any assessment used in EYFS 2021 is meaningful and purposeful, all assessment tools need to be used as an addition to your practice rather than 'as the norm'. Concern may be raised through observations, vulnerability factors or carer/parent requests.



This tool is **not** for whole cohort tracking

This tool is **unsuitable** for children with a physical impairment, medical condition or disability that affects access to learning and the curriculum or day to day living.



Children whose physical development is identified as **vulnerable to risk of delay** if no action is taken, and who may **require additional support and/or planned strategies to prevent them from being vulnerable to risk of delay**. This **may** include children who are in care.

What about children with a diagnosed physical impairment, medical condition or disability?

The ECaM Assessment Tool is **unsuitable** for children with a physical impairment, medical condition or disability that affected access to learning and the curriculum or day to day living e.g. cerebral palsy, muscular dystrophy, brittle bone disease, children with short stature, amputations, acquired brain injury, genetic conditions where there is a physical impairment (such as Ehlers-Danlos Syndrome). Spina bifida and hydrocephalus.

Some physical conditions are manageable and may not need the support of a specialist teacher or health professional. However, if a child is diagnosed with a physical impairment, medical condition or disability then a referral for the support of a specialist teacher from the '[Sensory and Physical Support Service: Physical Impairment Support Team](#)' or to specialist therapy services such as a physiotherapist or occupational therapist (via a medical professional such as a GP, Paediatrician, School Community Doctor, Health Visitor or other therapy service) could be made if not already involved.

If you are using this tool outside of Derbyshire County Council, please refer to your local SEND Support Services (or equivalent) for appropriate referral routes.

How do I complete the Revised ECaM Assessment Tool?

Getting started

1. Complete the child's details, i.e. name and Date of Birth. Use one form per child.
2. When observing a child's physical development, it is important to start by considering a child's sensory responses as these will have an impact upon a child's gross and fine motor development. Use the vestibular (sense of balance) and proprioceptive (sense of space) exploration reflective questions to consider whether a child's sensory responses are impacting upon their physical development. Make a note of any concerns raised in the 'Vestibular and Proprioceptive Explorations' column.
3. Next, map your observations and knowledge of the child with the descriptors in 'Gross Motor- By 12 months age band. Work down this skill development column (rather than across in age bands) to check all foundations skills are secure. This will also help you to identify potential gross motor skill gaps.
4. Next, map your observations and knowledge of the child with the descriptors in the 'Fine Motor – By 12 months' age band. Work down this skill development column (rather than across in age bands) to check all foundations skills are secure. This will also help you to identify potential fine motor skill gaps.

Descriptors

5. A descriptor is achieved when your observations show that the skill is NICE-ly achieved.
NICE: Natural Independent Consistent Embedded
6. Warning: descriptors are developmental but will not cover every small step of skill progression.

When to stop

7. If all the descriptors in a box are achieved, continue with the box below within that column.
8. If all the descriptors in a box are not achieved, stop, do not go down to any further boxes in that column.

Completing the 'ECaM Assessment Record' sheet

9. Considering the age of the child, decide if the achieved descriptors in each column represent skills being 'met' then "no intervention" is required, or 'not met' then some "intervention" is required.
10. Complete the ECaM Assessment records sheet:
 - if the child is meeting age related expectations: enter date of assessment next to 'no intervention' in the relevant skill development column and age band.
 - if the child has a minor number of descriptors (less than 50%) yet to be achieved for their age: enter date of assessment next to 'intervention' in the relevant skill development column and age band.
 - if the child has most descriptors (more than 50%) yet to be achieved for their age: enter date of assessment next to 'intervention plus' in the relevant skill development column and age band.

Making the plan

11. For children identified to need 'intervention': Plan physical development enriching and enhancing activities, opportunities and experiences, and plan which adult strategies are most suitable for the priority focus. Where there are concerns a child's sensory responses are impacting upon their physical development, this information should be used to inform planning of the priority focus.

12. For children identified to need 'intervention plus': Plan specific physical development outcomes for the child and plan the frequency, intensity and type/variety of intervention support. Where there are concerns a child's sensory responses are impacting upon their physical development, this information should be used to inform planning of the specific outcomes.

13. Carry out the planned intervention. Review impact regularly and adapt as needed.

See the Observe – Plan – Do – Review reminder below

Observe – Plan – Do – Review

Remember: an assessment tool will help monitor progress only when intervention and strategies are used consistently.

Observe. Quality observation and understanding of the child should help you **describe** the children's SLC **strengths** as well as weaknesses.

Assess. The descriptors on the Revised ECaM Assessment Tool will help you **define** skills development.

Plan. **Decide** what the overall SLC need of the child is, in relation to your holistic understanding of their strengths and interests. **Plan intervention that uses the child's strengths** and builds on the positives to bridge the gaps in physical development.

- These plans should be SMART (Specific. Measurable. Achievable. Realistic. Time limited).
- START by considering a child's sensory responses as these will have an impact upon a child's gross and fine motor development. NEXT look at 'Gross Motor' development descriptors as these are needed to build a foundation for the development of 'Fine Motor' development.

Do. **Carry out the plan!** Allow suitable time for skills to develop and be embedded. Check for small step changes and adapt with the children.

Review. Formally **review progress** by re-using the Revised ECaM Assessment Tool after 12-16 weeks of input, intervention, and support. Record progress on the Revised ECaM Assessment Record Sheet.