

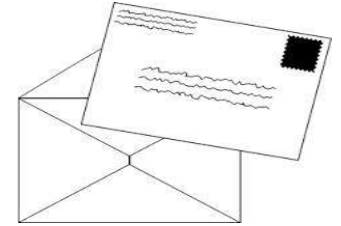
The role of ASQ-3

- Part of the health element of IRs
- Administered and managed by health visiting teams
- Completed by parents
- **Dual purpose:**
- 1) To generate data for a population measure of child development at age two
- 2) Helps to identify children's strengths and areas of need
- A starting point for discussion at HCP 2 year review/Integrated Review



How is it administered?

- At 2 Years every child will be sent an appointment letter which includes a simple explanation & the questionnaire.
- The parents/carer then take time at home to go through the questionnaire's activities with their child.
- Two clear weeks need to be allowed between the parent receiving the developmental appointment and the actual check.



- The parents/carer then bring the completed questionnaire with the child to the developmental check.
- The staff member then goes through the questionnaire with the parent/carer and if they have any concern about how accurate the answer is takes the opportunity to carry out the specific activity with the child.



Follow up

- Once the questionnaire has been completed and scored the results are then discussed appropriately and recorded in the PCHR and on the child's electronic records (Systemone)
- Any actions identified and planned
- Referrals completed
- Appropriate liaison commenced



- The Integrated Review with parents, early years practitioners and health is a universal service which all children in a setting have when they are aged between two to two-and-a-half years.
- If health or education needs are identified staff will communicate appropriately, with the potential that this could lead to a IR Meeting/TAC/TAF.

The following needs to be considered

Opportunity: Did the child have the opportunity to try the items or the time to practice the skills?

Health/biological factors: Does the child have a health condition or medical factors that may have affected his performance? SEND?

Cultural factors: eg does the family feed the toddler leaving the child little opportunity to use a knife and fork? EFL?

Environmental factors: that may have affect the child's performance? Eg stressful event in the child's life that may have caused developmental regression?

The Integrated Review Pathway

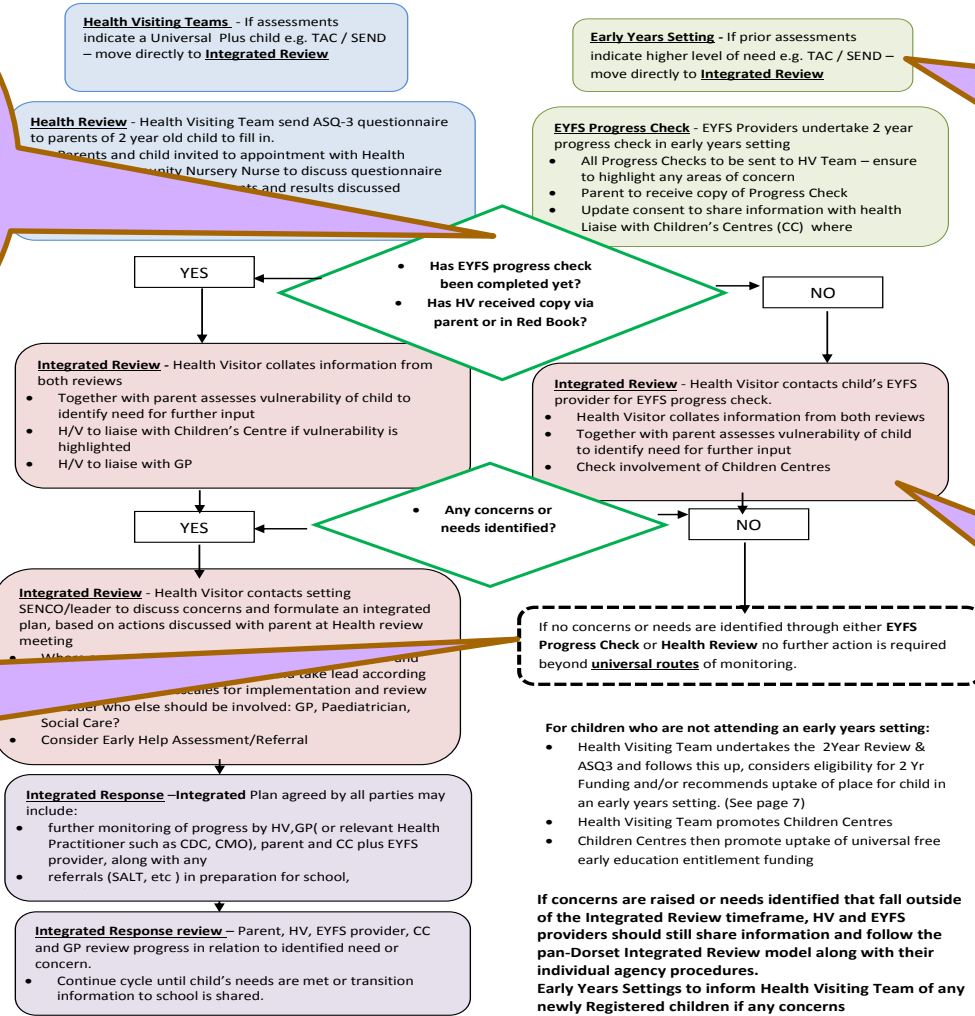
Two Year Old Integrated Review Flowchart for children attending an early years setting

Parents, Providers and HVTs to use red book to keep contact lanes open

All children receive an integrated review

Universal support continues

Some go on to have an Integrated Plan



For children who are not attending an early years setting:

- Health Visiting Team undertakes the 2Year Review & ASQ3 and follows this up, considers eligibility for 2 Yr Funding and/or recommends uptake of place for child in an early years setting. (See page 7)
- Health Visiting Team promotes Children Centres
- Children Centres then promote uptake of universal free early education entitlement funding

If concerns are raised or needs identified that fall outside of the Integrated Review timeframe, HV and EYFS providers should still share information and follow the pan-Dorset Integrated Review model along with their individual agency procedures.
Early Years Settings to inform Health Visiting Team of any newly Registered children if any concerns



SCENARIOS



Benefits of IR

- Supports greater integration, joined up working
- Increases information sharing
- Can improve uptake compared to existing Healthy Child Programme reviews
- Positive feedback from parents
- Most effective when part of a wider 0-5 service pathway



Making integration work for you

Successful IR needs:

- Openness and flexibility on both sides
- Key people with the will to push forward and make it work
- Professional knowledge from health and early years
- Practical problem solving e.g. who contacts parents, when and how
- Strategic buy-in from senior leaders
- Strong communication and interpersonal skills to handle sensitive conversations with parents



Any Questions?

