



Early Intervention Policy

Statement

At Selsdon Park Pre-School, we believe that early intervention is an approach which provides long lasting improvements for children regarding their social, emotional, learning and development. By recognising any additional needs, a child may have early on and providing early intervention, the child is given the opportunity to thrive and develop. Early intervention provides information and/or resources in the setting and at home and is most successful when working in partnership with parents and carers.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances." (EYFS, 2014)

Procedures

- Staff at the Pre-School will record observations of individual children and use these to devise next steps with the child's parents and carers.
- When each child reaches the age of two years old, a 'Two Year-Old Progress Check' will be completed, using the Early Years Foundation Stage. This will be shared with the parents and carers of each child and next steps will be discussed and agreed.
- If the staff or parents have any concerns about a child's progress, they can be discussed at any time. The two-year-old progress check is the first formal assessment of each child attending any Pre-School.
- If there are any concerns about a child's development or behaviour, the child's key person will devise strategies and next steps with the parents, to work towards. Parental involvement is essential, as these strategies can be used at home as well as in the Pre-School. Strategies will have maximum effect when used continuously.
- The Pre-School will work closely with the child's parents and carers to ensure the child continues to develop and feedback is given.
- If these strategies aren't working, it may be necessary to involve outside agencies to provide further support or resources. The Pre-School will need parental consent to involve any other professionals.
- Your child will not be labelled or treated any differently.
- Involving other professionals will only BENEFIT your child.
- Early intervention is key. The earlier your child receives the support or additional resources they need, the quicker they will improve.
- An Individual Education Plan (I.E.P) may be put into place to record the next steps for the child. These will be devised with the parents of the child, the child's key person and the involved professional.
- Regular meetings will be held with the parents, child's key person and the involved professional.
- Ongoing I.E.P's will be shared with your child's Primary School Teacher if they are still in place when your child moves up to Primary School.

Date written 5-9-16

Due for review 5-9-17