

Waltham Forest Early Years Guidance

Early Identification and Early Intervention

This guidance will provide information to assist in identifying children's educational needs and intervention methods to support them.

Early Identification

The Graduated Approach is the method we should employ according to the 'Special Educational Needs and Disability code of practice 2015' and is essential in identifying needs and differentiating the support a child requires in Early Years. All children should be assessed using the graduated approach.

As a **Key Person**, you will know a child's level of development, their personal characteristics and specific family circumstances. You are responsible for carrying out observations and planning for the individual child. You may notice the child does not meet the typical age expectations within the EYFS Development Matters and requires **differentiation** to improve progress and to support their learning and development.

Focused observations will help identify children's strengths and any areas of difficulties and form a vital part of a child's Learning Journal. They may help you identify the frequency and intensity of difficulties, which you can then use to plan support.



EYFS profile -is the child meeting the expected levels of development?

Information gathering – talk to parents and staff that work with or have worked with the child previously. Do they have/share your concerns?

Use the **Developmental Journal** ([STEPS Assessment](#)) to help breakdown achievement.

Remember – all children are unique and therefore develop at different rates.

Is your concern a possible Special Education Need or are there other factors impacting development?

Intervention

What can we do to improve outcomes for the child?

Differentiation and **reasonable adjustments** are the first steps in intervention. Once a concern has been noted, the **Key person** should begin to plan for the child. Below are some ideas to promote positive outcomes.

Groups – small group activities to develop attention skills such as 'bucket time' are valuable. Small groups can be used to develop social skills and develop turn taking; play a lotto game and introduce rules and waiting.

Symbols/visual cues – language can be supported by using visual cues effectively. Use symbols of key words or objects to reinforce what is being said. Use these alongside an object of reference as required, to further support the child.



Signs – key word signing can reinforce spoken communication. Some children may find it easier to focus on your hands than on your face.

Resources – consider if the resources are appropriate for a child's stage of development. Additional resources such as ear defenders or specialist chewable items might be required.

Advice and guidance

- Seek support from your SENCO or Area SENCO.
- Specialist input when necessary (Educational psychology, Speech and Language Therapy, SENDsuccess, Early Help). They can advise on strategies and resources to aid support.

Funding –

Additional funding may be available. Look at [The Hub](#) for further information.

Further reading and useful Information

[Early Years Guide to SEND Code of Practice](#)

[SEND Code of Practice 2015](#)

<https://councilfordisabledchildren.org.uk/>

<https://thehub-beta.walthamforest.gov.uk/send-passport>

<https://sendsuccess.org.uk/>

<https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/import/early-years-toolkit-merged.pdf>

This guidance is followed by a recorded webinar offering schools and settings a deeper exploration of Early Identification and Intervention.

