

Early Intervention Programme (E.I.P)

**A programme of targeted early Intervention
for mainstream students with
additional needs to support their
learning foundation.**

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1 Overview

Who Sandgate School is a Special School in Kendal who is offering a program of Early Intervention (E.I.P) to students in KCP & SLRP schools.

What When a staff team requires additional support or strategies to support a child to make progress, they can refer themselves to the E.I.P team who will follow a structured process to provide additional support for the child.

The programme will include the following stages, run by E.I.P staff:

Collection of data and consents to share data

Observation of the child

Discussions with school staff and parents (if wished)

Report writing

Supply of resources/signposting to additional advice/support

Suggested CPD or observing in Sandgate school to develop understanding and implementation of a strategy

Where The E.I.P package is currently available for children in KCP and SLRP schools. Staff from Sandgate will work alongside the school to develop a collaborative package of support.

When The support will be delivered initially over a 6 week time period, but the support will continue as long as needed.

How Staff from both schools will understand the process and timescales by using this Handbook which explains every stage and detail of the programme.

Why By offering additional targeted support to staff and children, the outcomes for the child are more likely to be achieved and they will be able to function more effectively and make effective progress in their school setting. As staff knowledge and professional development increases, we expect to see a swell in expertise in the schools, supporting the wellbeing of staff and students alike.

2 Referral Process

If you have a child on your SEN register at KS1 and below who you believe would benefit from E.I.P, you should contact the E.I.P team via support@sandgateschool.org.uk . You can contact us for older children, but these will be seen if possible. You could also contact SATS. You will then be sent a link to a **referral form** to be completed on Survey Monkey and be asked to give the parents/guardian of the child the **Parental Consent** and **Needs Audit** form to complete (or to complete the link via email). Your school will also be asked to complete a **Host School Agreement Form**, which acts as a contract of how you will interact in the process.

3 Parental Consent

In order for a child to be able to take part in E.I.P, **consent** will need to be ascertained from the parents or carers. Once the form has been received, the process can continue.

The form asks about the child to ascertain the priority needs from a home perspective. Parents will also be encouraged to contribute to the meetings.

4 Triage System

On receiving a referral, the E.I.P team will look at the information and consider the following:

Childs age

Needs

(ascertained from parents Needs Audit and school referral form)

Behaviour information

5 Allocation of staff and the first contact

Once the child has been accepted onto E.I.P, school and parents will receive a letter detailing their next actions. E.I.P staff will contact the lead staff member on the contact form and gather further information. They will agree a mutually convenient time to come into the school and begin the process including observation and information gathering. At this point, the host school may begin to use SOLAR to -

- **Baseline the child for Maths and English**
- **Log any behaviour incidents**

6 School Visit- Observation and Information Gathering

Before the visit, a senior member of the E.I.P team will have looked at the forms submitted and checked that SOLAR information is present. On the visit day, senior E.I.P staff will arrive at the host school at the arranged time. They will have 2 hours to focus on the child.

This time will be spent on observing the child in (ideally) a number of different scenarios and on a variety of tasks to get an overview of how they manage in their environment. The E.I.P staff will also want to spend time with the staff that know the child best and share ideas and thoughts. Parents views will need to be taken into consideration.

Staff may conduct a **Needs Audit** alongside the class staff/SENCO and consider the needs of the child in relation to the **Progression Pathway**. Host school staff should have the following documents available if they are relevant to the child:

EHCP

Medical Information

Last school report PEP information

Details of any TAF/TAC/Early Help meetings

7 Actions after the visit

Once the visit has concluded, E.I.P staff will return to Sandgate and begin compiling a report about the child. This will include details of observations and discussions. (They may have also been able to offer solutions during the visit and direct staff to a range of resources/handouts to initiate change immediately.)

They will draft a **new IEP** for the duration of the programme and may support the school in adapting the **Behaviour Support Plan**. (B.S.P)

The report will allocate a member of the teaching staff from the Sandgate E.I.P team, best suited to working alongside the school to deliver any further actions. Members of Sandgate school staff involved in the programme will complete the **Sandgate Staff Agreement** to guarantee how they will interact and behave in the process.

The report will be emailed to the school within *10 days of the visit at week 2 of the child's programme*.

Sandgate Staff will:

Supply resources (physically or electronically) or signpost where to find them.

Signpost to Symwriter or a similar package to make visual supports. (where appropriate)

Signpost to external agencies/further support.

Welcome staff from any host school to come into Sandgate and observe our practise and implementation of a particular strategy.

Offer CPD sessions where appropriate.

Host School Staff will:

Implement actions suggested for the required period of time.

Upload progress onto the IEP via SOLAR every half term or more.

Enter any behaviour incidents onto SOLAR as they happen.

Have a follow up session in week 6 of the programme.

Be able to contact the E.I.P team via email.

Commit to implementing the IEP and teaching methods/strategies.

8 Accessing support during the process

Contact between the host school and Sandgate is programmed in the first six weeks. This contact will be via email, phone calls or visits between the schools. If further support is required between the scheduled contact, the support@sandgateschool.org.uk email should be used for contact.

9 When does the programme end?

The programme is delivered initially over a period of six weeks. After the initial period of assessment, report writing and implementation, the host school will set about embedding the new IEP strategies. EIP staff will contact the school to check on progress and arrange follow up visits as and when necessary. A child remains on the programme until they are referred onto the SATS team or the school feels they no longer need the support.

10 Actions and Timescale for an individual Child

Week 1	Visit from Sandgate teacher to observe, meet staff and collect information.
Week 2	Report from Sandgate is sent to child's school with action plan. Sandgate staff continue to collate resources necessary/suitable for the child/staff to use.
Week 3	Resources are issued to school either in person or via post or email. Sandgate and school staff can discuss progress so far and deployment of the resources.
Week 4	Sandgate and school staff have update phone call.
Week 5	
Week 6	Update phone call.
Ongoing	Contact between the school and EIP staff will be maintained whenever needed.

11 Glossary

BSP	Behaviour Support Plan.
EIP	Early Intervention Programme.
IEP	Individual Education Plan.
Needs Audit	A targeted audit looking at the holistic needs of a child, not just their academic needs.
Progression Pathway	A continuum of developmental milestones associated to EHCP and IEP targets.
SOLAR	An online assessment platform to track progress and behaviour.
TT	Team Teach- a programme of behaviour management strategies and techniques for staff.



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