

## **A Delivering Social Change Investment is underpinning the introduction of a new integrated review process for all children**

Early Intervention Transformation Programme is a Signature Project funded by Atlantic Philanthropy, Delivering Social Change and five Government Departments (DHSSPS, DE, DEL, DoJ and DSD). The programme aims to transform mainstream services by enabling a shift to early intervention and prevention through a greater use of evidence and focus on outcomes.

Work Stream One of EITP seeks to equip, support and empower parents to provide their children with the best start in life.

It is a partnership approach with Health & Education working across universal services, midwifery, health visiting and Early years. There are three elements within the work stream- Getting Ready for Baby, Getting Ready for Toddler and Getting Ready to Learn

The Getting Ready for Baby element, led by PHA, will transform universal antenatal care and education by providing antenatal care alongside the Solihull Antenatal Parenting Programme.

The Getting Ready for Toddler element, also led by PHA, will improve support social and emotional development of children in pre-school Children.

The Getting Ready to Learn (GRTL) project within Workstream One, led by DE, seeks to support DE funded pre-school education providers to encourage and develop parental involvement in children's early learning to ensure maximum parental contribution at a crucial time in children's early brain development .

A review and analysis of how services are currently delivered revealed

- Age 3-4 years is an important stage in child development. Key health issues are important around this stage – such as Speech, language and communication; Peer relationships /social skills;Promotion of positive behaviours;Toilet training; Diet& Nutrition.
- Consultation with Health & Education colleagues found evidence of preventable delays in these areas for a number of children in their pre-school year.
- Parents highlighted a gap in current universal programme for face to face contact between 2 year assessment and Primary One.
- Evidence shows that parent's assessment of their child's development is a particularly useful way of identifying developmental delays, as they are most familiar with their child and make observations on a daily basis rather than an one off assessment.

The review of evidence and need pointed towards an opportunity to introduce a new integrated review for children aged 3-4 years in their preschool year. The review will combine the health visitor's skills , knowledge and experience ; the pre-school education

practitioner's observations and detailed knowledge of the children in their day to day care; and parent's views and concerns on their child's progress and development .

The transformation of service will be done in 2 stages

**Firstly A named health visitor will be aligned to every DE funded pre-school education setting . The health visitor will:**

- Work in partnership with colleagues in education to provide a public health service to support and promote healthy child development in early years settings
- Contact the early years education setting a minimum of once per term
- Permission will be sought from parent prior to Nursery Principals / Early Years Leaders raising concerns about individual children
- The Family Health Visitor will take forward any required action in partnership with parents and Early Years facility.

**Secondly an initial 10% of children will be offered an additional Health Review in the pre school setting . The integrated child development review aims to:**

- Review the child's social and emotional developmental progress and identify any additional needs or concerns in relation to a child's development
- Where additional needs or concerns have been identified ensure that a programme of care is implemented and the child and his/her family are referred in a timely manner to appropriate services for support and intervention.
- Ensure there is a joined up approach to working across health and education, encouraging appropriate sharing of information, reducing duplication and providing a consistent message for parents.
- Record, analyse and share appropriate child data on social and emotional development which can then be used to develop services that could improve outcomes for children and young people

Once the change is fully embedded it will be sustained by the mainstream services and become a part of the core service offering to all children