Early Intervention Support Service

Enfield has a Joint Service for Disabled Children, which consists of Education, Social Care, Health and the Voluntary Sector. These services work together to support families of children with special educational needs and/or disabilities.

The Early Intervention Support Service (EISS) represents education within the Joint Service for Disabled Children (JSDC) and provides:

- Pre School Support: A home visiting teaching and Portage service
- Early Support: A Keyworking service for families of children with complex needs
- Foundation Stage Support Team: Support for young children with special needs and disabilities with their transition into school

PRE-SCHOOL SUPPORT TEAM
Who are the Pre-School Support Team?

The Pre-School Support Team are Teachers and Specialist Early Years Practitioners who have extensive background and experience in supporting the learning of young children with special educational needs and/or disabilities.

What does the team do?

- Build on each child’s individual strengths and identify the next steps for their development
- Support families to understand how they can extend their child’s learning through positive play experiences
- Work in partnership with agencies and professionals, signposting to other support services as required
- Support the transition into a child’s first educational placement i.e. Nursery or Pre-School
- Provide training for professionals and parents

Working in partnership, we will:

- Visit the child and parent/carer at home for regular teaching sessions
- Assess the child’s developmental progress and needs, using a variety of teaching methods including the Portage programme
- Use small steps to individually support the child’s learning
- Keep a shared record of each child’s progress
- Establish activities that can be practised between visits
- Support every child to enjoy stimulating play experiences
- Offer opportunities to meet other families of young children with additional needs by attending one of our specialist groups
- Refer on to other agencies as required
- Offer advice on early educational options
What parents say about our service:

“The Home Visiting Teacher has been an invaluable help with his learning and preparation for the next challenge of nursery and mainstream schooling.”

“The Home Visiting Teacher’s visits have helped me to support my child’s learning by using techniques I observed during her visits and by the advice she gave in relation to my child.”

“Thank you for bringing out the confidence and capability in my child”

Support & materials available

Several websites provide information, advice, online support and a range of resources, including:

The National Portage Association  www.portage.org.uk
Informed Families  www.enfield.gov.uk/if
The Council for Disabled Children  www.councilfordisabledchildren.org.uk
Parents of Disabled Children  www.parentsofdisabledchildren.co.uk
How are children referred to the Pre-School Support Team?

- Parents who have concerns about their child can contact us and one of the team will be pleased to advise
- Professionals are asked to complete an Early Help Form (EHF)
- All referrals from professionals are discussed at the Early Support Resource Allocation Panel (ESRAP). This is a multi-agency group made up of JSDC representatives from Health, Education and Social Care, that meets every fortnight.

Referral Criteria:

- Children aged 0 - 3 years and have a delay or difficulty in two or more areas of development, or a diagnosis which may suggest this
- Live in the London Borough of Enfield
- Are not accessing their entitlement of 15 hours free education in an early years setting
- Children who already have a home visitor and subsequently take up 2 and 3-year old funding will have monitoring visits during their settling-in period, to facilitate a positive transition into the setting.

Referrals should be sent by post to:
ESRAP
Cheviots Children’s Centre
31 Cheviots Close Enfield, Middlesex EN1 3UZ
or by email to:
cheviots@enfield.gov.uk

All children have a right to the best possible start in life. Where children have special needs and disabilities, it is important that these are identified at an early stage and that identification leads directly to effective intervention and support for families and children.