Frequently Asked Questions (FAQs)

What information is shared with the Outreach team before they visit a setting?

The Outreach team receives an overview from the referral, which includes key details about the child. However, the initial visit to the setting is primarily used to gather further information and carry out an initial assessment of the child's needs.

Is there a central agreement form to share with early years providers to manage expectations when the service works in their settings?

Currently, there is no formal agreement form in place. However, the service offer and criteria are published on Kelsi as part of the Early Years Professional Resource Group package. This can be shared with early years providers to ensure consistency in communication and expectations across all districts.

Are the Outreach team expected to write targets for the child, or is this the responsibility of the early years provider?

Target setting is a collaborative process. Outreach staff may contribute to identifying appropriate targets based on their observations and expertise, but early years providers are expected to take the lead, especially if they have already established targets. The aim is to work together to ensure targets are meaningful and achievable for the child.

Which assessment tool should be used with the early years provider?

We would expect you to work with the early years provider using whatever assessment tools they are currently using. We recommend the *Small Steps of Progress Tracker*, which is available on our KELSI pages, as a helpful resource.

Rather than introducing a separate assessment, it makes more sense to work with the setting's existing approach and support them in ensuring it reflects the child's actual developmental level.

Can the service support cohorts of children from one early years setting?

Yes. If multiple children from the same setting are presenting with similar needs—particularly if several are being referred to the PRG—the service can support them as a cohort. In such cases, the service is expected to work creatively with the setting to provide timely support, rather than delay intervention until capacity becomes available for children referred later. This ensures a more efficient and impactful use of support, enabling settings to build capacity and respond to needs more holistically.

The Record of Visit form includes a section to document cohort work, enabling a coordinated and efficient approach across the group.

Which service will support Reception year (Year R) when children transition to school?

Phase Transfer meetings take place in April and all EY Outreach managers are invited to this. It is at this meeting that a multi-agency discussion takes place and agreement of what support goes to schools for children who have had SEN support in an Early Years setting. Early Years Specialist Teaching and Learning Service (STLS) will be supporting schools from these meetings

and working with the children and cohorts of children throughout Year R. The EY Outreach Intervention service is not expected to support any children in schools.

Can an intervention end early?

While the minimum expectation is to complete six sessions with the child, an intervention may end earlier. This decision is based on professional judgement regarding the child's progress and the early years provider's confidence in supporting the child. The expectation is to provide flexible support that responds both to the child's developmental needs and the early years provider's confidence in using the strategies.

Can the intervention be extended and would the child need to be referred to the PRG again for this?

If, after a minimum of six sessions, the Service feels that the child would benefit from continued support, an extension may be considered. However, early years providers should first be given the opportunity to implement the recommended strategies and support the child's progress independently.

There is no need to refer the child back to the PRG for an extension. Please note that the approach is designed to offer fluid and responsive support, rather than tying extensions to fixed blocks of time. That said, the total duration of the intervention should not exceed 12 weeks.

Can a child who has received support from the Service be referred to the EY PRG again to receive another intervention?

This is not an outcome we would typically expect. Under the previous model, children may have received Specialist Nursery Intervention again to support transitions. However, the Outreach approach is intended to build the capacity of early years settings to sustain children's progress independently, without the need for repeated interventions.

Where a child is referred to the PRG again for support, a professional discussion is held to determine the most appropriate next steps, ensuring decisions are based on a holistic understanding of the child's needs and the setting's ability to meet them.

This is particularly important in settings that have received support for multiple children or from various services. In such cases, we begin to consider the setting's overall ability to support children holistically, aiming to embed inclusive practices and sustainable strategies across the provision.

Working with Families – Clarification of Early Years Outreach Intervention Service's role

A key distinction of this Service, compared to previous models, is that there is no requirement for direct work with families. Previously, children may have attended specialist settings where families naturally formed relationships with those teams. In contrast, this Service is designed to work through and alongside early years providers.

Rather than engaging in activities such as stay-and-play sessions or attending health appointments, the focus is on equipping providers with the skills, strategies, and confidence to meet children's needs within their own settings. This approach helps build sustainable capacity and ensures that support is embedded where the child spends most of their time.

We recognise the importance of family involvement and trust that early years providers will continue to engage families meaningfully, with the Service offering guidance and support to enable this where appropriate.

Previously, reports were sent every 2 weeks to the early years provider, is this still required?

No, this is no longer expected. Reports should be shared at the end of the intervention. In the meantime, early years providers are encouraged to make their own notes and observations to support and document the child's progress.

Some districts ask early years providers to record and share what they have been doing following outreach visits, to demonstrate how interventions are working and being used - should this continue?

Yes, tracking and sharing progress is important. Any support provided should be recorded on the child's Record of Visit, and early years providers are encouraged to add relevant information to this document or the support plan. If this approach helps demonstrate how strategies are being implemented, then it's important to agree on a consistent format across all districts to ensure clarity and alignment.

Previously STLS were shared the reports at the end of the interventions, is this still required?

No, this is no longer required. STLS are not the referral route for allocating support under the current process. Previously, reports were shared because STLS were involved with the child prior to the Specialist Nursery Intervention, but this is no longer the case.

Will the service complete joint Appendix 2 with early years providers?

No, there is no requirement for the service to complete joint Appendix 2 forms with early years providers. If an Education, Health and Care Needs Assessment is needed, it is the responsibility of the mainstream setting or the parent/carer to initiate the process. This includes writing Appendix 2. The service can support by providing evidence—if requested—about the support offered and its impact on the child.

Is the service required to attend Joint Assessment Meetings (JAM)?

No, the service is not required to attend JAMs. In future, early years providers may be invited to participate in these meetings. If requested, the service can contribute to the evidence-gathering process by completing an Appendix 7 to support the child's case.