



The Early Intervention Hub

An introductory guide to services offered by the EPA Early Intervention Hub



Providing a safe and supportive environment for students to flourish

Who we are

The Early Intervention Hub (EIH) is a learning support facility created to support children in Key Stage One who require additional social, emotional and mental health support.

The service provides high-quality early intervention support which is designed to facilitate and improve the communication and interaction skills of our pupils, including their ability to self-regulate in times of uncertainty.

The EIH's focus is to enable children to learn to understand and manage their emotions and behaviour in a way which will enable them to engage effectively in school and beyond, building their self-esteem and enabling them to make progress with their learning and development.

The priority is to best support pupils to ensure their ability to positively progress into Key Stage Two and reduce their future risk of exclusion from school and further education, enabling them to reach their full potential.

To best achieve these aims, the EIH takes a multifaceted approach to early intervention support and strives to empower parents to become more confident with a range of parenting strategies bespoke to their child.



The EPA Early Intervention Hub Six Principles of Nurture:

1

Effective provision should be tailored to each child's needs

2

Children require a safe and secure environment to learn

3

Milestones and achievements should be recognised and celebrated

4

Developing emotional literacy offers the best means for communicating feelings

5

Children deserve to learn effective strategies to manage their emotions when they feel dysregulated

6

Stability can be sought and found in periods of transition

Our Ethos

There are six principles of nurture that underpin the ethos and organisation of the Early Intervention Hub which enables outcomes for our pupils to improve.

We believe that when children are nurtured in a safe and welcoming environment, they can develop their social and emotional skills as well as building resilience and self-esteem.

Effective provision should be tailored to each child's needs:

All children who attend the Early Intervention Hub are treated as individuals, as we understand that not everyone learns in the same way. We tailor our provision to each pupil and create targets based on assessments which take place before pupils begin their placement with us. This approach allows us to understand each child's specific needs and prioritise outcomes. We regularly review targets and celebrate achievements.

Children require a safe and secure environment to learn:

Our focus at the Early Intervention Hub is to create a safe and secure environment which children need to progress. We provide a predictable and familiar environment with each session following a consistent timetable.

Milestones and achievements should be recognised and celebrated:

Staff in the Early Intervention Hub listen, respond and engage positively with pupils. They notice and praise achievement, no matter how small, which helps to develop children's positive self-identity. As a result of our continual work around self-awareness, pupils can recognise and talk about the progress they make.

Developing emotional literacy offers the best means for communicating feelings:

Pupils are explicitly taught about feelings and the associated language that goes alongside them. Typically, many children with social and emotional health needs lack the understanding of vocabulary around feelings and the emotional literacy required to share them. The EIH will build on pupils' knowledge and understanding of Zones of Regulation. This will be developed through play, circle time sessions and clear modelling by adults.

Children deserve to learn effective strategies to manage their emotions when they feel dysregulated:

In the Early Intervention Hub, pupils are equipped with the language that they need to communicate their difficult feelings. Children are also taught strategies to use when they are feeling dysregulated. All feelings are validated with restorative conversations and social stories used to support children to explore difficult feelings.

Stability can be sought and found in periods of transition:

In the Early Intervention Hub, we understand that change can be difficult, especially for vulnerable children, and this needs to be managed with preparation and support. During each session, pupils work through transitions and are explicitly taught and supported to manage these effectively.

Ensuring the highest quality

Everyday Expertise

The day-to-day operation of the Early Intervention Hub is under the direction of the Executive Headteacher of Eynsham Community Primary School, Ginny Bayliss, and its management led by Head of School, Nicola Edwards, both of whom have extensive SEND experience and expertise.

There are two members of staff working within the Early Intervention Hub, one is an experienced teacher with a wealth of SEND knowledge and the other is a Teaching Assistant with many years of experience working with children with SEND, particularly SEMH.

Our Advisory Board

The development of the EIH is supported by the Early Intervention Hub Advisory Board. The board supports and challenges the team in developing the EIH to achieve its aims of working with Key Stage One children and their families.

The Advisory Board's remit is to:

- Comment on the progress of the project
- Hold the team to account and direct it to other developments and activities in the field
- Help to identify opportunities and threats to progress as they arise
- Act as ambassadors for the project
- The Advisory board meet at least three times across the year.

The membership of the board is drawn from education, health and social care practitioners and professionals, academics, third sector support and the Eynsham Partnership Academy community.



A typical day in the Hub

The Early Intervention Hub is a rich and varied enabling environment which supports children's learning and development. It gives each child the confidence to explore and learn within a safe and secure indoor space.

Children attend four sessions each week. This includes two morning sessions and two afternoon sessions. Morning sessions run from 8.45am to 12pm and afternoon sessions run from 12.45pm to 3pm.

Each session includes seven activities, all of which support the six principles of nurture. The planning and provision in the EIH, is based around a topic which is tailored to the individual needs of the pupils.

Each session is designed to be predictable and follow the same routine, helping children to manage transitions. Staff use visual timetables to help support the children with this.

The seven activities are as follows:

1. Independent Play
2. Circle Time
3. Physical Activity
4. Snack
5. Writing Task
6. Topic
7. Structured Game



Working with Parents/Carers

The Early Intervention Hub prides itself on the collaborative approach it takes towards working with parents/carers. Alongside the provision in place for children, we work with parents/carers to ensure consistent use of language and strategies.

Parents/carers are invited to attend one of The Centre for Emotional Health's parenting programmes, which aim to provide parents with new skills in listening and communicating with their children and developing an understanding of behaviour in the context of relationships.

These sessions take place at Eynsham Community Primary School and are facilitated by EIH staff who have been trained to deliver both the Nurturing Programme and Parenting Puzzle.

The Nurturing Programme:

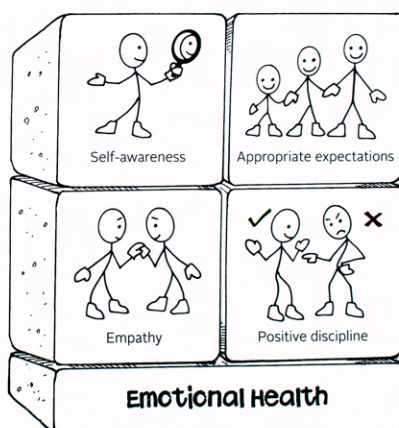
- Promotes emotional literacy and emotional health
- Enhances self-worth, self-awareness and empathy
- Develops communication and relationship skills
- Provides effective strategies to encourage co-operation, responsible behaviour and manage challenging behaviour in children

Outreach Support in Schools:

To develop consistency for children, EIH staff support home schools during their pupil's placement through outreach visits as well as daily feedback in communication books. This helps to ensure a consistent approach across settings which enables the best possible outcomes for children.

In addition to this, home school staff are expected to visit the Early Intervention Hub to observe strategies that are being used and discuss support that is in place for their pupil. These visits provide the opportunity for home school and EIH staff to share good practice, reflect on the pupil's progress towards their targets and plan how best to support the child in their mainstream classroom.

Building Blocks The Four constructs



Impacts and Outcomes of the Early Intervention Hub

We are dedicated to helping children develop the skills required to positively progress into Key Stage Two and flourish in their later education.

As each child's journey at the Early Intervention Hub is bespoke, outcomes can vary depending on their starting points. However, our primary aim is for children to be able to manage their feelings and emotions to access the curriculum within a mainstream classroom.

To ensure their progress throughout a child's time at the EIH, they are regularly assessed against the following seven areas, which they are continuously working on and developing:

1. Self-control
2. Management of Behaviour
3. Social Skills
4. Self-awareness
5. Confidence
6. Skills for Learning
7. Approach to Learning



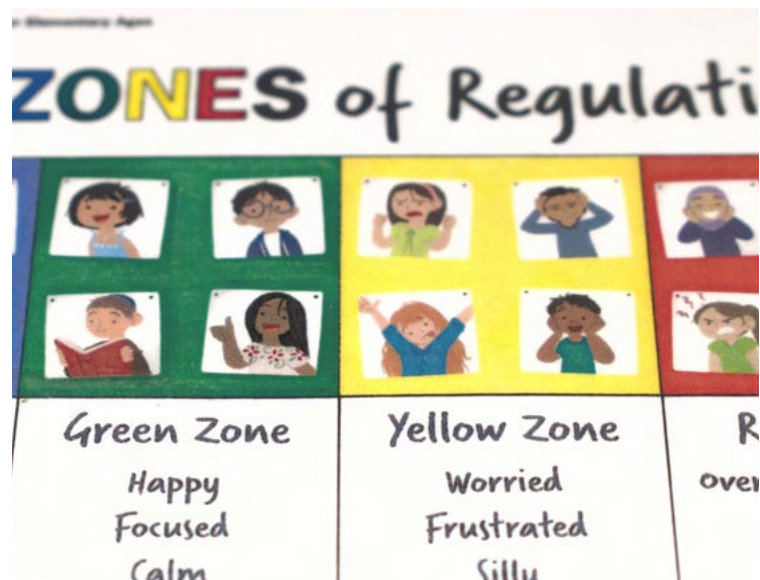
How can a child receive support from the Early Intervention Hub?

To receive support from the EIH, a child must be referred to the service. The referral should be completed by the school that they attend, in agreement with their parents/carers.

To qualify for EIH support, the following criteria must be met:

- The pupil must be within KS1 and on the SEND register
- Parents/carers should engage with the Parenting Puzzle or Nurturing Programme sessions
- Home schools should accept support and training for staff working in direct contact with the pupil

Once a pupil begins their placement, they will remain on roll at their school and attend the EIH part-time for one term. This may be extended for a further term if it is in the best interest of the child, however, the placement cannot exceed two terms.



What to do next

Schools: If you are interested in referring a pupil to the Early Intervention Hub, please email: eih@eynshamapps.co.uk. A member of the EIH team will contact you to discuss the needs of the child and their suitability for a placement, as well as answering any questions you may have and talking through the referral process.

Parents: If you think your child would benefit from attending the Early Intervention Hub, please contact your child's SENCo.



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