

## **Appendix 1 – Reports and Papers supporting the need to invest in Early Support and Intervention**

1. The Investing in early intervention, early intervention report (May 2022) [EARLY INTERVENTION REPORT A4 FINAL.pdf \(mencap.org.uk\)](#)  
States that ‘Theory, and to a certain extent research evidence on early intervention, suggests that if you intervene early and support young children with learning disabilities you can change their developmental trajectory and reduce the gap in outcomes between children with learning disabilities and other children’
2. The report goes on to state that ‘At an early age, key developmental skills (e.g., communication, language, social skills, motor skills) would be the focus for early intervention. This is because these are bedrock or pivotal skills that contribute to all later developmental outcomes. If we can improve these early on for children with learning disabilities, other later skills are more likely to follow either naturally or with less intensive later support. In addition, these pivotal early skills, if not developed early on, increase the risk of later problems for children with learning disabilities (including challenging behaviour and mental health difficulties). Thus, early intervention focused on pivotal developmental skills is also likely to contribute to prevention of later problems’
3. The report continues with ‘For these reasons, it is important to start intervening at an early age. If early intervention support commences later in a child’s life (i.e., compulsory school age or later) significantly more input is needed to see benefit. A benefit may still be apparent, but there may be less impact. Children with learning disabilities will require continued support and services when they are older, but it is important to start intervening in the early years to narrow the gap in outcomes between children with learning disabilities and other children.

### **The Green Paper**

4. A green paper on SEND and Alternative Provision in 2022 highlighted that there is a vicious cycle of late intervention, low confidence and inefficient resource allocation that drives these challenges across the system. This cycle starts in early years and mainstream settings, where early identification of needs and provision of support does not happen consistently, despite the best efforts of the workforce. Children and young people’s needs are identified late or incorrectly, with needs escalating and becoming more entrenched. The inconsistency across the system means that parents, carers and providers do not know what to reasonably expect from their local settings, resulting in low confidence in the ability of mainstream settings to effectively meet the needs of children and young people with SEND. Findings from the green paper consultation has led to a National Improvement plan, the Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan. Right Support, Right Place, Right Time March 2023 [Special Educational Needs and Disabilities \(SEND\) and Alternative Provision \(AP\) Improvement Plan \(publishing.service.gov.uk\)](#)

