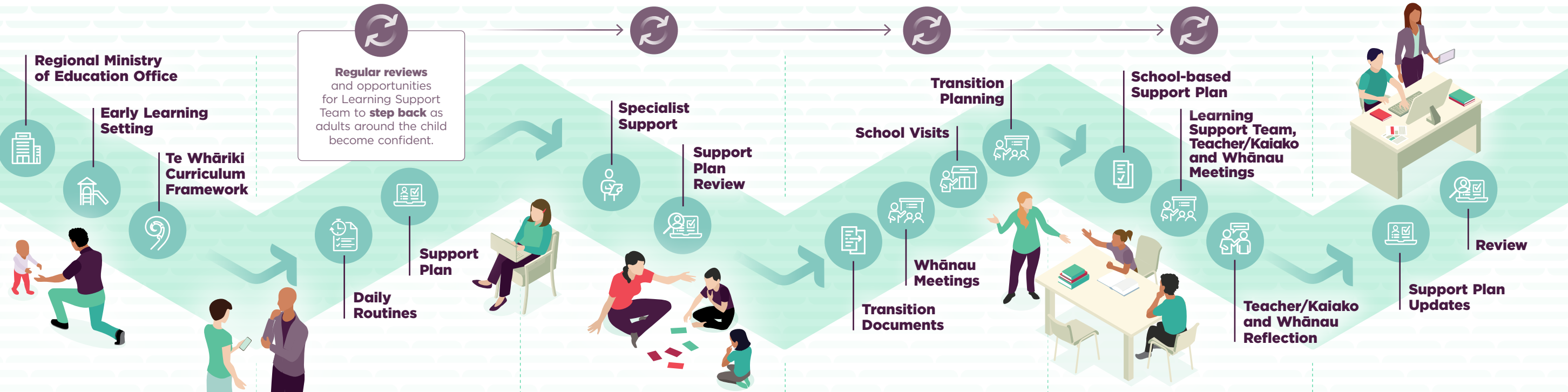


Early Intervention Service

Service Journey – 2026 Onwards



Learners with additional learning needs and their parents, family or whānau are at the centre of this service and involved at every stage. This graphic shows how they are supported from early childhood through to Year Two at school. It outlines key steps, who's involved, and what happens at each stage to help children thrive in their learning journey.



STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6
Identify Need & Request Support WHAT IS HAPPENING? - Concerns raised about a child by whānau, Kaiako or Teachers, or health professionals. - Initial discussions with whānau. - Consent obtained from parents to refer to learning support. - Submit a request for support. WHO MIGHT BE INVOLVED? - Early Learning Kaiako or Teacher - Health professionals (e.g. Paediatrician or Child Development Team) - Early Intervention Specialist Team (which may include an Early Intervention Teacher, Speech-language Therapist, Psychologist, Advisers on Deaf Children, Kaitakawaenga or Health Professionals)	Information Gathering & Planning WHAT IS HAPPENING? - Gathering information (Kohikohi) and building relationships with people who know the child well, including understanding the child's language and culture. - Consider the context and talk with whānau to support the need. - Development of a support plan (Tātai) that is implemented in everyday environments and routines. - EIS Specialists are collaboratively gathering information and working together. WHO MIGHT BE INVOLVED? - Early Intervention Specialist Team - Early Learning Kaiako or Teacher	Implement Support Plan WHAT IS HAPPENING? - A plan is implemented by those around the child, including whānau and Kaiako or Teacher. - Regular review of progress and outcomes. - There's a discussion answering the question: "How will we know if we've been successful?" WHO MIGHT BE INVOLVED? - Kaiako or Teacher - Early Intervention Specialist Team - Educational Support Worker (ESW)	Preparing for School/ Kura WHAT IS HAPPENING? - Transition planning meetings coordinated with early learning service and school staff. - Sharing child's learner profile and goals. - School or Kura develops an understanding of the child's strengths. - Clarification of available support e.g. ORS/High Health. - Decision made about the allocation of the teacher aide. - Goals and outcomes are clearly defined. WHO MIGHT BE INVOLVED? - Early Learning Kaiako or Teacher - New Entrant Kaiako or Teacher - Learning Support Coordinator - Special Needs Coordinator (SENCO) - Early Intervention Specialist Team - Teacher Aide	Support at School/ Kura WHAT IS HAPPENING? - Classroom teacher leading the implementation of the learning support plan. - Specialists supporting the adults around the child in the school setting. - Monitoring progress and adjusting support, including regular review of transition pathways. - Regular reflection on progress and outcomes reporting (Whai Whakaaro). WHO MIGHT BE INVOLVED? - Classroom Teachers - Early Intervention Specialist Team - Learning Support Coordinator - SENCO - Teacher Aide - Resource Teacher Learning and Behaviour (RTLb) - 2026 Transition Year	Review Progress and Plan for Year Two WHAT IS HAPPENING? - Review of progress and support needs. For children with high and complex needs, support is ongoing. - If the adults are now confident then the Learning Support Team steps back. - Planning for the next learning environment. - Identifying future supports such as learning, behaviour, and speech language supports. WHO MIGHT BE INVOLVED? - Classroom Teachers - Early Intervention Specialist Team - Learning Support Coordinator - SENCO - Teacher Aide - Resource Teacher Learning and Behaviour (RTLb)