



PARLIAMENTARY QUESTION NO. 47
Answered on 5 October 2026
Second Meeting 2026-2027 Session – Fourth Sitting

**PARLIAMENTARY QUESTION
ASKED BY**

MR. ROY TATUM
ELECTED MEMBER FOR RED BAY

TO

HON. ROLSTON M. ANGLIN
MINISTER OF FINANCE & ECONOMIC DEVELOPMENT AND
EDUCATION & TRAINING

QUESTION:

Can the Honourable Minister say what measures is the Government taking, or proposing to take, to strengthen the Early Intervention Programme, including its multidisciplinary workforce and its assessment and intervention services, to ensure that, as demand increases, children receive timely developmental assessments, specialised support and therapy?

ANSWER:

Mister Speaker, the Government recognises the importance of identifying and addressing developmental and learning needs as early as possible. We are therefore continuing to develop the Early Intervention Programme through a multidisciplinary model that brings together early intervention teachers and specialist services, including Educational Psychology, Speech and Language Therapy and Occupational Therapy.

The Code of Practice establishes expectations for timely assessment, which is critical to identifying children's needs and determining the appropriate support and interventions. For 2026–27, DES is focusing on improving multidisciplinary assessment and intervention pathways, including referral processes and the monitoring of caseloads, waiting times and outcomes. This will provide better information on demand, help identify pressure points within the system and enable resources to be directed to areas of greatest need. Support to early childhood settings, schools and parents will also remain an important part of this work.

The Government is also considering additional specialist capacity, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Counsellors and School Inclusion Specialists, at an estimated cost of approximately CI\$3.7 million. Increased capacity in these areas would support a stronger multidisciplinary model and more equitable and timely access to specialist assessment and intervention across Government schools and early years settings.

This direction is consistent with international best practice. UNICEF advocates integrated, family-centred early childhood intervention systems that bring together education, health and social services and are supported by appropriately skilled multidisciplinary workforces. Similarly, international paediatric guidance emphasises developmental screening during early childhood, timely referral when concerns are identified, and coordinated multidisciplinary assessment and intervention.

In addition, I have asked for the development of an Early Years Framework to provide a more coherent approach to how children are identified and supported from the earliest years. The Framework will help establish a clearer continuum from early identification and developmental screening, through assessment and intervention, to progress monitoring and transition into school. I have also asked the Ministry to continue researching the concept of an Education Passport and its potential to support greater continuity of information and support as students progress through the education system.

Mister Speaker, the objective is not simply to increase the number of assessments undertaken. It is to build a more responsive early intervention system in which children are identified earlier, assessments are completed in a timely manner, interventions are matched to identified needs, and progress is monitored to determine whether those interventions are working. Ultimately, our aim is to ensure that children receive the right support, at the right time, so that their individual developmental and learning needs can be addressed as early and effectively as possible.