

Pre School Special Needs Service (PRESENS) – AN OVERVIEW 2013

PRESENS works collaboratively with Parents, other professionals/other agencies and pre-school settings to ensure that young children's special educational needs are effectively met by promoting good inclusive practice in Pre School settings and nurseries in Brighton and Hove.

The core work of **PRESENS** is two fold :-

1. The PRESENS teams work directly with individual children who are at Early Years Action Plus of the Code of Practice or who have a statement of SEN to provide assessment, intervention and support for children. This is carried out either by the **Offsite team** at the child's mainstream setting or at our **Onsite provision**.
2. PRESENS Offsite team support all Pre-school settings in Brighton and Hove with the provision of high quality inclusive practice; giving them information and advice on Special Needs and disability issues and providing strategies and training to enable them to support children with SEN. This is provided in line with Government/statutory guidance on 'Area Senco' work which is given to LA's.

How the teams support Children

- The **PRESENS Offsite Team** of nine experienced SEN Teachers (6.5 FTE) and six Specialist Nursery nurses (3.6FTE) support children in their Pre School Setting or at home from 2 years before Reception school age (R-2) through to the end of their first term in school. Children who receive the Early Education Funding for two year olds will receive support the term after they are two. Settings can access general support from our Offsite team for children aged 0 -5 years.
- Home teach may also be offered when a child is not attending a setting.
- The team also provide training on SEN and specialist areas of need e.g. Autism for all Pre School settings.
- The Offsite team supports 180 – 200 children each year.
- Initial referral visit to the home to assess the child's level of development and to draw up an action plan of support with the parents.
- Attending Multi Professional Assessments at Seaside View for children.
- Working with children on a one-to-one basis or in a small group situation to develop skills in areas that are delayed or impaired.
- Managing additional support funding and the inclusion grant to enable children to be fully included into a setting.

PRESENS Onsite Team are commissioned to provide a two day placement at The Jeanne Saunders Centre and Easthill Park House for eighteen R-1 children identified as needing a period of in-depth assessment and intervention due to the complex nature of their needs or where their core needs are unclear. On the previous two OFSTED inspections the Onsite provision at JSC and Easthill Park was graded Outstanding in all areas. 4 Teachers (2.2 FTEquiv.) 4 Nursery nurses (2.6 FT equiv.)

PRESENS Support for Settings

- Each Offsite team is attached to a group of 147 Pre-school settings and mainstream nurseries across Brighton & Hove. Onsite staff also support children who are jointly placed with the JSC and EHP.
- Providing advice and practical support with the identification, assessment and intervention for children within the SEN Code of Practice in settings. Including advice on setting targets for IEPs.
- Providing support for setting based SENCO`s in drawing up and implementing an SEN policy.
- Identifying an area of development for each setting to work on through an agreed yearly target. These are evaluated at the end of each year.
- Developing and sharing good practice. Modelling small group activities for staff to run at the setting with children with additional needs. Opportunities for settings to observe outstanding practice at the Jeanne Saunders Centre and Easthill Park.
- Supporting settings with parent partnership.
- Multi agency working with Child Development Centre – Seaside View.
 - part of Referral panel
 - action planning for children with complex needs
 - coordinating training for staff in PVI settings around children with complex needs including coordinating health care needs
 - attending multi disciplinary assessments
 - part of ASC diagnostic pathway
 - Facilitating links with the settings
- Coordinating provision of specialist equipment and resources for use in PVI settings. (0-5yrs)
- Providing training on
 - Inclusive practice
 - Identification and intervention for children with additional needs
 - Equalities Act
 - The Code of Practice for SEN
 - Practical strategies to support children with additional needs
 - Parent partnership
 - Areas of additional Need including Autism
- This is delivered through 24 days of training per year and in-house training for pre-school settings. The evaluations show that all sessions have received 100% good to very good.
- Developing opportunities for SENCO networking. Each term PRESENS organise a SENCO network meeting to facilitate peer support. Over the past 2 years these have been very well attended and been used as a vehicle to promote new SEN national initiatives and guidance; including the first 2 phases of the Inclusion Development Programme. In addition, an annual SENCO Conference was established last year and is due to take place again in March 2013. This was a highly successful event and extremely well attended with 98% of practitioners finding it.
- Co-ordinating the I CAN Speech, Language and Communication Accreditation for Early Years settings. Working closely with colleagues from the Speech and Language Therapy Service and CEYC to take settings through the process in order to celebrate good practice and develop knowledge and skills. Twenty-two Pre-school settings in Brighton & Hove have achieved accreditation status or are currently working through the process.

PRESENS have also been represented on the 'Every Child a Talker' (ECAT) steering group as these two projects link very well.

- Publishing practical support guides/booklets for Early Years Practitioners, these include:
 - -Small Group Activities
 - -Strategies for Inclusion
 - -Guide to Motor Development
 - -Inclusive Environments.

Supporting children with an ASC diagnosis.

Offsite team are currently supporting 20 children on the pathway and 6 children with a diagnosis.

Onsite Team currently

PRESENS are part of the multi-disciplinary diagnostic pathway and contribute detailed reports for this. PRESENS support children on the diagnostic pathway or with a diagnosis in their Pre School setting and hand over to the ASCSS service in the Autumn term when they start school. In partnership with the ASCSS PRESENS co-ordinate educational support following diagnosis and provide support for the families. PRESENS staff have previously run 'Early Bird' courses and are were involved in provision of Time Out for ASC courses for parents of children with a diagnosis, providing strategies and advice for use in the home facilitating peer support and developing parents confidence and skills in supporting their child. Also see **PRESENS Support for Pre School children with Autism.**

Supporting transition to school.

All children prior to entering reception receive a transition support package. This may include MDR's with SENCOs in the summer term, arranging and supporting visits to the school for the child and parents, writing detailed transition reports, developing support materials and liaising with parents and colleagues to share information. Schools are also offered a maximum of three visits to observe and support the child's progress in the first term.

The transition process has proved to work very well and evaluations by school SENCOs have been positive.

Coffee mornings for parents

To support with Makaton, behaviour, Statutory Assessment process etc. Parent questionnaires have been evaluated and show that 100% of parents are very satisfied/satisfied with the support their child has received.

General

- Keeping abreast of National initiatives by attending regional SENCO networks and SEN Hub meetings and cascading information to staff.
- PRESENS attend ICP Referrals meetings for school age children in order to ensure 'educational' representation.
- Developing the Keyworker system in Brighton & Hove - procedures and forms are now in place. PRESENS are part of the Keyworker Implementation Group that assesses referrals and allocates Keyworkers to families.
- We have an attached Ed Psychologist based with PRESENS offsite service for 2 days a week
- We have an attached Speech and Language Therapist with the on site service 3 days per week.

Service Level agreement with Adrian Carver, Head of Downs View School.

What works well

- Joint working with professionals at Seaside view and joint assessment with Paediatricians.
- Home referral visit with parents.
- Good relationships with settings and focus on targets for support.
- High level of expertise of staff
- Consistently good evaluations for training.
- Transition to school – planned in Summer Term.
- More children being included in mainstream settings.

Areas of Best Practice

- Practitioners in settings being more confident in including children with complex needs due to increased knowledge of strategies to support children with SEN in Pre School settings.
- Direct modelling of strategies through small group work enabling practitioners to improve their practice with individual children with SEN.
- Involvement in the diagnostic pathway and sharing of information leading to possible ASC diagnosis.
- Support to setting with Statutory assessment process.

Challenges

- Settings being able to recruit sufficiently experienced staff.
- Time