

Pre-5 Service: SEN

The Pre-5 Service: SEN is a team of experienced Foundation Stage teachers. The team is part of the Educational Psychology Service and is managed by the Senior Educational Psychologist with responsibility for the whole Pre-5 Service. It has close links with the Portage Service, with the Early Years and Childcare Team and with the Wakefield District Sure Start. In response to government targets regarding the development of childcare, 3 members of the team are Area SENCOs with a specific brief of working in the non-maintained sector.

The Pre-5 Service's role is to:

- Support registered non-maintained Early Years settings about the implementation of the SEN Code of Practice and their work at Early Years Action and Early Years Action Plus;
 - Provide information to the LEA Special Educational Needs Group (SENG) about the appropriateness of a statutory assessment of pre-school children not otherwise known to the LEA;
 - Support parents through the processes of a statutory assessment;
 - Support Early Years settings in implementing additional support when children are in receipt of a statement of SEN;
 - Support a range of training initiatives in early years education, both at an individual child and setting level, through to Inset delivered as part of the Inclusion Inset programme;
 - Represent the LEA at the Child Development Team Meetings at both Pinderfields and Pontefract District Hospitals, reporting back vital information to education personnel about young children who might otherwise not yet be known.
- Non-maintained settings have a regular planning meeting with the Area Senco to discuss the range of involvement needed, from training through to work with individual children;
 - As a result of a statement of SEN being implemented;
 - Through close liaison with others working with Pre-5's including voluntary agencies, notably the Pre-school Learning Alliance;
 - Through training needs being identified through others, particularly the Early Years and Childcare team of visiting teachers.

The support given can be seen as part of a continuum of provision that involves other education support services such as Portage, and Advisory Teachers for Sensory Impairment (Visual and Hearing) as well as the Advisory Teachers for Children with Significant Learning Difficulties and Physical Difficulties.

The service's involvement can continue until the child is 5 years old and starts full time education.

How does the service help?

The settings will have different needs and the service aims to be responsive to these needs where possible. The following gives some idea of that range:

Involving the Pre-5 Service

The service can become involved through different routes:

- Through advice being sought from SENG and the teacher subsequently gathering information about the child's difficulties as a result of this request;
- The teachers can support settings in their assessment work with children at Early Years Action, for example, by providing suitable checklists, suggesting strategies, and, in some cases, modelling the type of assessment which could be appropriate;

- When a child is entering a setting with a specific condition, the team can deliver targeted and specific training to the whole staff which covers the range of issues for the setting to consider and develop to make inclusion of the child successful;
- The teachers will liaise closely with all other professional involved with the child and will facilitate collaborative working by arranging meetings at suitable times;
- Supporting the planning and delivery of Individual Education Plans (IEP's), usually following spending time with the child in the setting;
- Supporting the involvement of parents in the IEP process as well as their involvement in the child's placement generally;
- Suggesting ways of taking account of children's views in the settings planning for their needs;
- Developing training packages according to settings needs and in response to government priorities;
- Suggesting appropriate materials to support a child's learning;
- Suggesting suitable information from other sources which may support the development of knowledge in a setting;
- Supporting the transition of a child from one phase of their education to another, or from one setting to another.

The service is responsive to the Government Childcare agenda as well as the statutory processes. It is therefore continuing to evolve its procedures and practices in line with the changing demands.