

A Guide to the Early Intervention Team (EIT) in Bexley



The Early Intervention Team

The Early Intervention Team (EIT) is a multi-disciplinary service who works with Bexley schools supporting children aged 3 to 18 who need extra help to thrive in school. Our role is to provide additional support to referred children who have SEND and to give advice, training and ongoing support to school staff. Sometimes meetings with adults who know the child, observations, assessments or one to one work with the child or young person may be agreed. We can also signpost schools to additional services for children and their families where it is thought helpful. Our aim is to deal with issues as soon as possible, to prevent more serious problems developing and to help schools and teaching staff with problem-solving, so these children can make good progress academically, socially and emotionally.

The team forms one-half of the Early Intervention and Specialist Advice Service. We also work closely with Advisory Teachers and Support Assistants of sensory impairment, autism and speech and language difficulties, who form the other half of the Service.

Early Intervention Team Staff

Educational Psychologists (EPs)

Educational Psychologists hold post-graduate qualifications in educational psychology and have an understanding of developmental issues in children and young people and how these can affect their learning. They undertake detailed consultation and assessments of children and young people in the context of school (and occasionally at home), to explore any difficulties with learning the child or young person may be having, as well as identifying strengths. Their work also includes exploring the social/emotional barriers to learning that children and young people may face. Educational Psychologists work closely with the

key people involved in supporting the child or young person. This would include meeting with parents to gain their views and working with teachers to advise on learning, emotional and social issues (including behavioural difficulties). They also provide support at a whole school level, for example through training sessions. Schools buy in the time delivered by the Educational Psychology team each year.

Social, Emotional and Mental Health (SEMH) Partners

SEMH Partners are teachers with special training and experience to help children who have social emotional and/or behaviour difficulties at home or school. They are available to undertake observations to help identify potential social and emotional or behavioural difficulties that prevent learning and suggest strategies and interventions to teachers for supporting the child or young person. They can provide one-to-one or small group support within the school setting to children and young people and provide general guidance and training to school staff. They can also signpost schools to other support available. Schools buy in the time delivered by the SEMH Partners each year.

Early Intervention Social Worker

The Early Intervention Social Worker is available in some schools to offer assistance to families who are experiencing difficulties at home. The Early Intervention Social Worker also provides training and guidance to schools on which other agencies may be able to support families. They offer advice to schools on how to prevent more significant Safeguarding and Child Protection issues and can offer supervision for school staff who work with vulnerable children and young people. Schools buy in the time delivered by the Early Intervention Social Worker each year.

Additional Educational Needs/Special Educational Needs Partner

The Additional Educational Needs/Special Educational Needs Partner is a teacher who can support school staff with early identification of learning needs for students where schools are uncertain of how to best support progress. This can take place through problem solving the challenges faced by individuals, groups or whole classes through classroom observations and/or consultation meetings with the class teacher or SENCO. They can provide training to teachers and support staff and signpost schools to further support or more specialised assessments as needed.

Special Educational Needs (SEN) Strategic Support Partners

The SEN Strategic Support Partners are experienced SENCOs who support schools by looking at school systems and data to help children and young people who are having difficulties with learning, both in individual schools and across the borough. They can help Special Educational Needs Coordinators (SENCOs) with their planning of support and provision. They run a programme of training and mentoring for SENCOs who are new to the role and run the SENCO forum and training for all SENCOs across the borough. They also work with schools to audit current practice and suggest areas to develop.

Early Intervention Team Managers

The Early Intervention Team Managers are teachers with experience in inclusion and SEN who line manage the multi-disciplinary Early Intervention Team members and coordinate the termly planning meetings with the school. The Early Intervention Team manager is the key

liaison with the SENCO on behalf of the team, they attend every Early Intervention Team meeting supporting discussions and planning next steps for children/young people discussed as well as signposting to other appropriate services. The Early Intervention Team manager is responsible for capturing the actions agreed at the Early Intervention Team meeting.

When would a school ask the Early Intervention Team to help?

If the teacher or Special Educational Needs Coordinator (SENCO) thinks a child or young person needs some more help, they will talk with the parents or carers about raising them at the termly Early Intervention Team meetings. Parents or carers sign a consent form to agree that the child or young person can be discussed and that any further work can be put in place to assess, identify or support them. At this point the views and aspirations of the parent and the child or young person are gathered to inform the discussion at the team meeting.

What happens at the Early Intervention Team Meeting?

The Early Intervention Team and the school talk every term about the children and young people's strengths and difficulties and what extra help they may need. They think of things the school can do to help, and consider other services that may also be able to assist. The team may suggest that they can undertake assessments or provide advice and support for individual children, or suggest training for staff or whole school strategies to meet the needs of a group of children

What happens after the meeting?

The school will inform the parents or carers what the suggestions were from the meeting, and what proposed support is to take place. Nobody will start working with a child or young person until the parent or carer has said that they can. As part of the work of the Early Intervention Team member, they may request to meet with parents or carers to ask some questions about a child or young person and their difficulties or to feedback the work they have been doing. Parents and carers can also request to meet with the member of the Early Intervention Team; this can be arranged by the school's SENCO. The school will also discuss with parents and carers before any referrals are made to any outside agencies.

What should you do if you want to talk to someone about the Early Intervention Team?

If you want to talk about the work of the Early Intervention Team or have a query, please contact the team by email:

earlyintervention.team@bexley.gov.uk

Early Intervention and Specialist Advice Service

Children's Services

London Borough of Bexley

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