

# Barnet Pre-school Teaching Team Intervention Pathways

Referral received at weekly multi-agency intake meeting. Pathway decided on information given on referral.  
Intervention offered term time to children who live in Barnet and present with significant developmental needs, are under 5 and not attending 3+ provision in a school nursery, reception or nursery school or a specialist nursery e.g. Acorn/Kingfisher

## Down syndrome Pathway

### Under 6 mths old

- Initial home visit
- Monthly home teaching session
- Invited to intervention groups

### 6 mths to school nursery

- Weekly intervention group
- Termly nursery observation
- PsTT attend SEN planning meetings
- ½ termly home visit
- Baby Makaton training

### School nursery to Reception

- Weekly intervention group

## Social Communication Pathway

- Initial home visit - within 4–6 weeks of referral
- 1 block of 4–6 teaching sessions - to focus on strategies/ assessment
- Termly visit to nursery if attending
- PsTT attend SEN planning meetings
- 1 termly follow up home visit as required
- Offer 1 ALL group (5–6 sessions)
- Termly parent training session
- Intervention may be delivered in group if appropriate

## Sensory & Physical Pathway

- Initial home visit
- Short block of home visits
- Monthly home teaching sessions (may be joint with other therapies)
- Team Around Child meetings / Key worker role if appropriate

### Once attending a PVI nursery

- Termly visit to nursery if attending a PVI
- 1 termly follow up home visit as required
- PsTT attend SEN planning meetings
- Parent Training offer

## Global Developmental Delay Pathway

- Initial home visit
  - Monthly home teaching until start nursery
- ### Once attending a PVI nursery
- Termly visit to nursery if attending a PVI
  - 1 termly follow up home visit as required
  - PsTT attend SEN planning meetings
  - Parent Training offer

General Information re: Local Offer, Services, Groups, Benefits. Referrals on/ Sign posting. PsTT Website. Reports (SENIF/EHCP).  
Resources including visuals. Joint appointments with health teams e.g. Paed. Model strategies to nursery.  
Training for nurseries. Transition Training. Exceptional Circumstances - possible additional targeted support.

## Down syndrome Pathway

Child will be referred to **The BIG (Barnet Integrated Groups and services) DS Hub** soon after referral via the Child Development Intake meeting. This may be within 2 weeks of birth. The child/family are offered:

- An initial home visit by the Pre-school Teacher within 2 - 3 weeks of referral (in term time)
- Monthly home visits continue until the child is approximately 6 months old
- Group teaching / intervention sessions at Underhill Children Centre (from approx. 6 months of age)
- Annual Baby/Toddler Makaton training
- ½ termly home visits to children not in a nursery and termly to those in nursery (PVI)
- PsTT will attend SEN planning meetings at nursery (if a PVI)
- Transition to school training offered during the summer term

Children can continue to attend the groups until they transfer to reception regardless of setting attended.

# Down syndrome Pathway

## The Barnet Integrated Groups and Services for Pre–School Children with Down’s Syndrome

**Overall goal:** To support parents in understanding and developing their children’s communication and play skills

**Weekly groups** (Held at Underhill Children’s Centre, Barnet)

- Pre–school Teaching Team led.
- Delivering evidence based early intervention therapy e.g. See & learn and Numicon.

### Main Areas of Focus

- Greetings, Listening & Attention Skills, Interaction, Speech Sounds, Early reading, Numeracy, Play, Makaton
- The groups are age/stage phased maximum group size - 6 children
- Areas of focus remain the same across groups - termly goals are adapted individually
- Hierarchy of goals within each area which are a mixture of parent–orientated goals and child–orientated goals

### Other services attending:

- Community Paediatrics run monthly clinics.
- Specialist Dental services visit twice a year to promote oral health.
- Specialist teachers for hearing and sight and multi–sensory impairments visit twice a year.
- SLT feeding clinics monthly.
- Termly MDT meeting: discuss each child/highlight problems interventions. (TAC meetings scheduled during this time)
- Nursery staff invited to attend groups termly and nursery staff are welcome to bring child if group takes place during the nursery session at their discretion and with permission of the parent.
- Visits from other professionals supporting children with parents’ permission.

## Social Communication Pathway

- Child offered an initial home visit within 4 weeks of referral to give key advice re promoting development, information about local services/local offer and seek permission to liaise with nursery/area SENCO
- A single block of teaching intervention will be offered within 1 term of initial home visit (4–6 sessions). The focus of this block will be to work on giving parents / carers key strategies to support the development of their child's communication, language, interaction and play skills
- 1 x Attention, Look and Listen Group (ALL) will be offered (5–6 sessions) / [See next page for details](#)
- Training for parents - sessions on communication/interaction/play
- PsTT attendance at nursery SEN meetings as appropriate
- Informal assessments carried out and information provided for Team for Assessment of Social Communication (TASC)
- 1 termly home visit after initial block as appropriate
- Observation in nursery and advice/modelling for settings
- Support around transition

## ALL Group

The **Attention Look and Listen Groups** are aimed at developing children's listening and attention skills, their interaction skills, expressive language skills and understanding of language.

The group session lasts approximately 40 minutes and they are weekly for a block of 5 weeks. Children are accompanied to the group by their parents/carers.

Children who have been invited to the **Attention Look and Listen Group**, attend for one block as part of the package of intervention offered by our team.

### **The group includes:**

- a greeting song
- choosing and joining in nursery rhymes
- 'stop and go' song
- activities which encourage children to choose
- activities which encourage children to request more
- activities which encourage children to listen and follow an instruction
- activities which help develop their understanding of everyday objects and routines
- a good-bye song

Activities are chosen and adapted according to the needs of the children in each group.

The groups are run across two settings. On Tuesdays at St. James's Church in New Barnet and on Thursdays at Edgware Community Hospital Children's Outpatients Department.

## Sensory and Physical Pathway

- A link teacher from PsTT allocated as soon as possible after referral (within 4–6 weeks during term time). They may take on Key Worker role if appropriate
- A block of 4 teaching visits will be offered, within first term of initial home visit. The focus of this block will be to get to know the child and their family, work on identifying the child's strengths and how best to support the child's needs and model for parent's activities and strategies to support their child's development, in all areas.
- Parents/carers will be given information about local support groups, appropriate to the needs of their child. The key worker can accompany the family on initial visits to these groups, and/or make the necessary referrals to these groups.
- A Team Around the Child (TAC) meeting may be offered within the first 6 months and a Family Service Plan written up.
- Teacher will liaise with other professionals and can carry out joint home visits or join clinic appointments eg physio/paediatrician.
- After the first term, monthly home visits in term time until the child is at nursery.
- Advice and support in choosing nursery/child care provision and support around transition.
- PsTT attendance at nursery SEN meetings as appropriate.
- Observation in nursery and advice/modelling for settings

## Global Developmental Delay Pathway

- Child offered an initial home visit within 6 –10 weeks (during term time)
- On-going monthly home teaching sessions until child starts attending nursery. The focus of the intervention will be to get to know the child and their family, work on identifying the child's strengths and how best to support the child's needs and model for parent's activities and strategies to support their child's development, in all areas.
- Teacher will liaise with other professionals and can carry out joint home visits or join clinic appointments eg therapist/paediatrician.
- Parents/carers will be given information about local support groups, appropriate to the needs of their child.
- Observation in nursery and advice/modelling for settings.
- PsTT attendance at nursery SEN meetings as appropriate.
- Training for parents - sessions
- Advice and support in choosing nursery/child care provision and support around transition.

### **Once child is attending PVI nursery**

- Termly visit to nursery if attending a PVI nursery
- 1 termly follow up home visit as required
- PsTT attend SEN planning meetings

## Exit Criteria

PsTT involvement ceases when a child:

- Starts attending a Specialist Nursery eg Acorn /Kingfisher Livingstone
- Transfers to BEAM (possible time limit on PsTT intervention after child referred to BEAM)
- Transfers to other LA Specialist Teaching Service eg Physical Disability Team
- Starts attending Local Authority maintained nursery class, school or reception
- Starts attending a special school
- Parents not engaging at any level (see separate guidance re follow on action)
- Moves out of London Borough of Barnet
- Needs can be met by 'ordinarily available' provision at PVI following transition possibly with support from Area SENCO to setting

## Glossary

**ASQ** - Ages and Stages Questionnaire

**BEAM** - Barnet Early Autism Model

**BPSI** - Barnet Partnership for School Improvement

**CAF** - Common Assessment Framework

**CCG** - Clinical Commissioning Group

**CLCH** - Central London Community Healthcare Trust

**CC** - Children's Centre

**COP** - Code of Practice (SEND)

**DCO** - Designated Clinical Officer

**EHCP** - Education, Health, Care Plan

**EY** - Early Years

**EYFS** - Early Years Foundation Stage

**GLD** - Good Level of Development

**HI** - Hearing Impairment

**HVs** - Health Visitors

**IPSEA** - Independent Parental Special Education Service

**LA** - Local Authority

**LAC** - Looked After Children

**LEG** - Leading Edge Group

**NCB** - National Children's Bureau

**NELFT** - North East London Foundation Trust

**PD** - Physical Development

**PsTT** - Pre-school Teaching Team

**PIT** - Pre-school Inclusion Team

**PVI** - Private, Voluntary and Independent (nursery)

**SEF** - Self Evaluation Form

**SENCO** - Special Educational Needs Coordinator

**SLT** - Speech and Language Therapy

**SLCN** - Speech, Language, Communication Needs

**SEMH** - Social, Emotional, Mental Health needs

**VI** - Visual Impairment

# Impact Assessment

- The Pre-school Teaching Team value the views of parents and carers. At the end of our intervention we ask parents and carers to complete an evaluation form to assess the impact of our service.
- The information gained from the evaluations will be used to review our service model and highlights areas for development.
- Please follow the link below to view the analysis of the evaluations received from parents and carers for the academic year 2018–2019

[Impact Assessment year 2018 - 2019](#)