

# Brighton & Hove Inclusion Support Service BHISS



Brighton & Hove City Council has worked closely with early years settings, schools and colleges to continually promote inclusive education for children and young people in the city.

***“Every child is within the reach of education”***

Brighton & Hove Inclusion Support Service (BHISS) values are rooted in a strong belief that all children are able to achieve, make progress, learn and develop skills and knowledge to allow them to be able to live and be involved in their local community.

BHISS is a multi-disciplinary team of professionals who work with children and young people with special educational needs and disabilities (SEND) and their families and educators through schools and other educational settings. BHISS is an important part of Brighton & Hove’s Local Offer for children and young people with SEND.

We provide access to highly skilled and experienced specialist professionals including: educational psychologists, primary mental health workers, specialist teachers and practitioners in two key areas:

- **Learning & Communication**

- Autism (formerly ASCSS)
- Early Years (formerly PRESENS)
- Educational Psychology
- Language (formerly LSS – Language Support Service)
- Literacy (formerly LSS – Literacy Support Service)
- Sensory Needs – Hearing Impairment & Visual Impairment

- **Social, Emotional & Mental Health**

- Educational Psychology
- Schools Wellbeing Service (formerly Community CAMHS)
- Social, Emotional and Mental Health (formerly BILT)

## **How BHISS works with schools and other settings**

All schools and settings have Special Educational Needs or Inclusion Coordinators (SENCOs/INCOs) and SEND funding to meet less significant needs through a graduated response. Where additional advice or support is required to help meet more significant needs, schools and settings are able to call on the Brighton & Hove Inclusion Support Service.

## **What is the BHISS delivery model?**

Schools and settings have link named BHISS professionals including an Educational Psychologist, specialists from Social Emotional Mental Health and Learning & Communication strands. These identified staff will form the basis of the team around the school/setting. This will encourage continuity and consistency of professional relationships and ensure BHISS professionals will be aware of the broader context of each school and setting.

BHISS delivery of services are agreed during an annual Service Agreement Planning (SAP) meeting to outline the profile of needs within the school/setting and agree priorities for the year, including whole school staff training and projects for school/setting development.

BHISS service delivery includes:

- consultation, advice and guidance
- assessment and identification
- coaching, modelling and teaching
- psychological, educational and therapeutic interventions
- training, action-research and project activities

The co-ordination of BHISS professionals will be provided through an Assistant Principal Educational Psychologist, Senior SEN Specialist Teacher and Senior Primary Mental Health Worker.

## **The 4 levels demonstrate how BHISS will work in an integrated way when delivering services across the City:**

### **Level 1 - 'Team around the City' for training, projects, policy and innovation**

- ✓ Producing local SEND Guidance led by EPs with Head of SEN and Performance Analyst including SENCOs, Health, Parent/Carer groups, EMAS, etc.
- ✓ Attachment Aware Brighton & Hove training across schools/settings, Social Workers and Virtual School led by EPs
- ✓ Autism Awareness Award accredited programme delivery for school leaders with contribution from SEN Specialist Teacher (ASC) and EP
- ✓ Critical Incidents or Sad Events response led by Educational Psychologists with Wellbeing PMHW and SEMH Practitioner

### **Level 2 - 'Team around the School/Setting' for whole school/setting development, improvement and complex needs casework:**

- ✓ Educational Psychologist co-ordinating an integrated BHISS response for every School/Setting
- ✓ 'Emotional Mental Health & Wellbeing' projects with whole schools - including Wellbeing PMHW, EP and SEMH practitioner with school/setting leadership team

### **Level 3 - 'Team around the child/young person with key adults' for holistic approach to understanding and meeting persistent and multiple needs**

- ✓ Preventing exclusion, Transition planning, Re-integration or Restorative work including Wellbeing PMHW, EP, SEMH Practitioner, SEN Specialist Teacher and Practitioner (ASC - Family work) with school/setting leadership team and parents/carers
- ✓ Multi Disciplinary Meetings for post-diagnosis planning to meet needs including SEN Specialist Teacher (ASC), School/setting SENCo, Health Professional, Parents/carers
- ✓ Educational Psychologists and SEN Specialist Teachers (Early Years) co-producing educational and psychological advice for children with complex needs in pre-school settings

### **Level 4 - Service Level Agreements for Schools/Settings or other teams purchasing dedicated in-house specialist BHISS professionals**

- ✓ 1 day a week of Educational Audiology with Hamilton Lodge School
- ✓ 1 day a week of Wellbeing Primary Mental Health Work with BACA
- ✓ 1 day a week of Educational Psychology with Youth Offending Service

## How BHISS works with other professionals and teams

For the small group of children and young people with very significant, complex and enduring SEND, the service works with schools/settings, professionals in health, social care and Brighton & Hove City Council to assess and advise on needs and outcomes through an Education, Health and Care needs assessment. BHISS can be involved in the review process, particularly at times of transition.

## How BHISS works with families

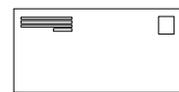
BHISS works closely with families to involve them fully in planning for children and young people identified as having special educational needs and/or disabilities. Wherever possible, the views and wishes of the child or young person are also taken into account and this holistic and inclusive approach involving the child, the family and the school is seen as key to bringing about positive change and improved outcomes.

The expectation is that schools/settings will have discussed any concerns they have about a child's needs with parents/carers and taken steps to address these prior to involving BHISS.

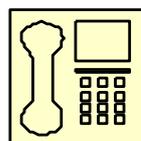
## Contact details:

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