

St Helens Council published a 3 year SEND Strategy, identifying priorities for SEND children in St Helens. The strategy identifies 5 priorities for SEND in St Helens. We have identified these outcomes and looked at how we achieve these at Bleak Hill Primary School.

Outcome	Why is this important?	What we aim to do at Bleak Hill
Children have their needs identified early and the family have access to high quality provision.	Early intervention is key to helping children and young people with SEND and their families. Timely assessments and access to high quality services is vital to ensure children and young people with SEND and their families, achieve their potential and prevent an escalation of their needs. 'It's important to make sure people have the help they need at the start'	<ul style="list-style-type: none"> <li>• Meet with families as soon as concerns are raised by either the family or the class teacher.</li> <li>• Analyse progress of all children and monitor closely the progress of children with SEND.</li> <li>• Pupil progress meetings held regularly where progress, needs and impact of interventions are discussed.</li> <li>• SENDCo meets with EYFS staff to look at progress of children and identify possible routes for support.</li> <li>• The Graduated Approach is followed, ensuring that appropriate support is sourced.</li> </ul>
Children and young people with SEND experience positive mental health and wellbeing and supported to build resilience and confidence.	Mental health issues are more prevalent in those with SEND who are over twice as likely to experience anxiety disorders and approximately six times as likely to experience conduct disorders. The mental health and wellbeing of children and young people with SEND is paramount to their sense of wellbeing, achievement and progress in education and life.	<ul style="list-style-type: none"> <li>• Children to access pastoral support from our Pastoral Team (small group and 1:1)</li> <li>• SEND Provision, including a sensory room where children can spend time when displaying anxiety, low mood, worry, phobia and behavioural difficulties.</li> <li>• Team Teach training for all staff to ensure children receive support when in crisis.</li> <li>• Training for staff on trauma and trauma-based approaches to help support children with emotional needs.</li> </ul>
Children with SEND experience smooth transitions and are	Any transition can be an extremely daunting process for young people with SEND and their families. Parents and carers in St Helens tell us that the transition to adulthood as one of the	<ul style="list-style-type: none"> <li>• Smooth transition into our reception classes as the children start school. Close communication with parents to ensure the transition is successful.</li> </ul>

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successfully prepared for adulthood.	greatest challenges. Transition from childhood into adulthood involves establishing themselves as autonomous individuals with rights and responsibilities and having choice and control over how they live their lives. Having meaningful employment reduces welfare dependency and improves health and happiness.	<ul style="list-style-type: none"> <li>• Transition booklets created for vulnerable children and children with additional needs to help with the transition to the next year group.</li> <li>• Transition meetings for children with SEND and their parents in the summer term and during the first days of the new school term in September – this is a chance for parents to speak to the teacher and share information.</li> <li>• Transition meetings - staff share information during the summer term ahead of the new school year.</li> <li>• High school transition – we work with external agencies to ensure the children receive a smooth transition to high school. Working with LASCS – transition work/ sessions</li> <li>• Extra transition sessions held for vulnerable children to help them to feel at ease with their move to their new school.</li> <li>• Work with staff from the secondary schools to ensure they are aware of the children's needs.</li> <li>• SEND Provision organise Life Skills sessions to help the children to become more independent and ready for their adult life.</li> </ul>
There is clear and consistent information, communication, participation and co-production with children, young people and their families.	The principle of co-production is at the heart of a successful and inclusive SEND system. Young people and their families are experts by their experience and working together we build greater insight, trust and ownership of the challenges and solutions.	<ul style="list-style-type: none"> <li>• Children have an understanding of their own targets.</li> <li>• The children have a chance to respond and discuss their own progress. SENDCo meetings.</li> <li>• Open door approach, SENDCo on the yard in the mornings and available for meeting with families.</li> <li>• Information for training/ meeting opportunities sent to parents by SENDCo.</li> </ul>

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Children with neurodevelopmental conditions receive timely assessments and quality support	Earlier diagnosis is associated with better outcomes and lengthy waiting times for assessment may impact on access to effective support.	<ul style="list-style-type: none"><li>• Hold meetings with SENDCo as soon as concerns are raised.</li><li>• Assess - Plan - Do - Review process in place.</li><li>• SENDCo holds Planning &amp; Consultation meetings each term where individual children are discussed, and advice given for support from school/ external agencies.</li><li>• Graduated Approach in place where evidence is gathered through observation, before a possible referral is made.</li><li>• SENDCo to offer advice to staff and parents and seek advice where necessary from external agencies.</li><li>• Staff strive to reduce barriers to learning for all children.</li></ul>
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