



## SEND Strategy: 2021 - 2024

Earlier in 2021, St Helens Council along with the NHS St Helens CCG published a three year SEND strategy identifying priorities for SEND pupils in St Helens. The strategy uses findings from the Good Childhood Conversation and consulted with parents, children and other partners to ensure that all views were considered. The strategy identifies 5 priorities (or outcomes) for SEND in St Helens. We have used this strategy to underpin our own three year SEND strategy at Queen's Park CE/URC Primary School.

Local Authority Intent	Rationale for Intent	Implementation at Queen's Park CE/URC Primary School
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>• Implement a comprehensive graduated response for SEND, behaviour and mental health and wellbeing. Children are monitored through both our Differentiation and Concerns register and SEND register dependant on their level of need. Termly meetings are held with SENCo, Pastoral Lead and Class teachers to discuss graduated response and identification of need.</li><li>• Place strong emphasis on quality first teaching and effective targeted intervention across school to ensure accurate identification of need.</li><li>• Analyse the progress of children through rigorous tracking and professional discussions during Pupil Progress Meetings.</li></ul>

		<ul style="list-style-type: none"> <li>• Offer a comprehensive support package for parents/carers to identify support routes, often through the implementation on an EHAT.</li> <li>• Effective transition in place working alongside nurseries and the Bridge Centre to ensure early identification of need.</li> <li>• Commission a speech and language therapist one day per week to support with identification of speech and language needs, particularly in EYFS. This is supported using the NELI programme to identify need.</li> <li>• Strong multiagency relationships with external professionals to support identification process, including termly SEND planning meetings for case discussions.</li> <li>• Use of NESSY screening tool for Dyslexia prior to an LSS assessment.</li> </ul>
<p>Children and young people with SEND experience positive mental health and wellbeing and supported to build resilience and confidence.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Implement a comprehensive graduated approach for supporting mental health and wellbeing, led by our Pastoral team and supported by SENCO.</li> <li>• Five members of staff across school are trained as First Aiders in Mental Health.</li> <li>• Offer a comprehensive package of nurture and pastoral support through implementation of one-to-one support, pupil voice collection, small group social groups and use of the DESTY programme.</li> <li>• Commission a school counsellor one day per week to support identified children as part of graduated response.</li> <li>• Collaborative work with external agencies including CAHMS, Barnardo's and St Helens Mental Health Team.</li> </ul>

		<ul style="list-style-type: none"> <li>• Offer a comprehensive support package for parent/carers to support with mental health and wellbeing often through the implementation on an EHAT.</li> <li>• Planned opportunities throughout the curriculum to explore mental health and wellbeing, with wellbeing identified as a key driver for our CROWN curriculum.</li> <li>• Staff are fully trained on Developmental Trauma and ACEs to ensure a strong understanding of how these factors impact on wellbeing and mental health. Staff are also fully trained in Team Teach and de-escalation to support behaviour.</li> </ul>
<p>Children with SEND experience smooth transitions and are successfully prepared for adulthood.</p>	<p>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 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.</p>	<ul style="list-style-type: none"> <li>• Offer a significant transition package for children entering school, moving between classes within school and moving onto secondary or other schools via a mid-year transfer. This package includes professional meetings, transition information sheets, one-page profiles (where necessary), visits to settings and meetings with parent/carers. Transition booklets are also produced for the child if beneficial.</li> <li>• Extended transition to EYFS from nursery is offered including stay and play visits, teacher visits to nurseries and summer school.</li> <li>• SENCO from feeder High School visits school in summer term to meet SEND children and attends EHCP reviews where possible.</li> <li>• Pupil profiles created with Year 6 SEND children for transition to secondary.</li> <li>• LASC referrals for Year 6 children with SEND to support transition to secondary.</li> </ul>

<p><i>There is clear and consistent information, communication, participation and coproduction with children, young people and their families.</i></p>	<p><i>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.</i></p>	<ul style="list-style-type: none"><li><i>• Pupil voice is embedded throughout practice at our school, including gathering of pupil voice in relation to provision at school to inform future planning, pupil voice input to termly planning of IPPs, one-page profiles for SEND children using pupil voice and collection of pupil voice for annual reviews or professional meetings. Pupil voice is also collected if concerns are raised about a child's mental health, wellbeing or for safeguarding purposes.</i></li><li><i>• SEND children are involved with School Council to ensure SEND pupil voice is represented.</i></li><li><i>• Annual parent survey to review provision and curriculum offer.</i></li><li><i>• Regular parent meetings through review processes, EHAT meetings or where requested by parents.</i></li><li><i>• Support information from LA (e.g. parent groups) are shared via email and Dojo with parents.</i></li></ul>
<p><i>Children with neurodevelopmental conditions receive timely assessments and quality support.</i></p>	<p><i>Earlier diagnosis is associated with better outcomes and lengthy waiting times for assessment may impact on access to effective support.</i></p>	<ul style="list-style-type: none"><li><i>• Graduated response of assess-plan-do-review implemented on initial concerns of a neurodevelopmental condition raised by parent/carers, staff member or professional. This includes targeted intervention and provision within quality first teaching as necessary. It may also include an initial screening with our in-house speech and language therapist.</i></li><li><i>• Families are offered support with completion of referrals, attending appointments and given reminders about appointments where appropriate.</i></li><li><i>• Staff receive training on neurodevelopmental conditions, often through LASC.</i></li></ul>