



SEND Strategy 2023-2024

Parish Church of England Primary School

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. At Parish C.E. Primary School, we have taken these outcomes and identified how we will achieve these within our setting.

Outcome	Why is this important?	How will we do this at Parish?	RAG Rating Aut 2023	RAG Rating Spr 2024	RAG Rating Sum 2024
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">Continue a 'Wave 1' level on the SEN Register to closely monitor children who may have SEND.Analyse progress of SEND pupils in all classes as part of Pupil Progress meetings to monitor 'at risk' pupils.Introduce SEND Tracker to closely monitor progress of pupils who have SEND.Work closely with parents to identify support routes.Senco to use GL Dyslexia Screener to identify pupils with traits of dyslexia in KS2.Literacy Gold intervention programme to be accessed by pupils working significantly below ARE in reading.Regular meetings with EYFS staff to discuss progress of pupils and identify possible additional needs.Continue work with The Bridge Centre to conduct assessments with Nursery children.			
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,	<ul style="list-style-type: none">School to be supported by the St Helens Mental Health Support Team to provide Mental Health Intervention to support pupils with anxiety, worry, low mood, phobia and behaviour/ conduct disorders.Nurture Group to provide wellbeing and mental health support for pupils with the highest levels of need.			

	achievement and progress in education and life.	<ul style="list-style-type: none"> • Training for all staff on trauma and trauma-based approaches to support pupils with mental health needs. • Team Teach and De-escalation training to support staff when dealing with children in crisis. • Children and Families Champion to work closely with families to support them pupils both in and out of school. • Introduction of the school dog to provide a block of therapy sessions for children with SEMH needs 			
Children with SEND experience smooth transitions and are successfully prepared for adulthood.	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.	<ul style="list-style-type: none"> • Extended transition in place into Reception and Nursery with parents being given the opportunity to meet staff 1 on 1 to share any concerns. • Pupil Portraits to be updated in summer term of Y6 and sent to new high school to ensure information is shared. • Transition Meetings with SENCo/ Key Staff from receiving High School to share information. • Planned transition activities for pupils across the summer term to support transition where needed. • Invite key staff from High Schools to EHCP reviews in Y6. • Referral to LASC to support those with an ASD diagnosis. 			
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"> • Ensure pupil voice is gathered as part of the termly pupil passport review process. • Pupil SEND focus groups to take place with SENCO. • Termly parent surveys to gather parental views. • SENCo coffee mornings/workshops/newsletters to be developed with information and support provided to families. 			
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"> • Parental concern forms to be introduced as a way of gathering information regarding behaviours displayed at home. • Begin Assess- Plan- Do- Review process quickly upon a parent or staff member raising concerns about a possible neurodevelopmental condition. 			

		<ul style="list-style-type: none"> • Immediate intervention to begin and evidence gathered for a term before considering possible referral. • Referrals to be made through the TESSA triage service. • Families will be supported to attend assessment appointments, with school providing reminders and support where needed. • Staff to receive training on neurodevelopmental conditions. • Having 'no diagnosis' will not act as a barrier to support for pupils. 			
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