



Bluebell Park
Prospectus
2025/2026

*“Learn about our world,
care for others and
celebrate achievement”*



Bluebell Park School Prospectus

Contents Page

1. Welcome to our school

2. About Our School

3. Admissions

4. Organisation of the school and the Curriculum

5. General School Information

6. Multi Agency Working



Welcome to Our School

A very warm welcome to Bluebell Park School!



We thank you for considering our school for your most precious gift - your child. We offer a diverse and specialist curriculum, where every pupil is at the centre of all their learning and decisions made to support them in their educational journey.

We pride ourselves in being able to offer state of the art facilities and a highly skilled and dedicated team of staff. We believe that the education that we provide should be challenging, but fun, and our community values mean that we are keen to involve the wider local community and beyond.

We hope that this prospectus gives you a taste of the rich, diverse opportunities on offer here at Bluebell Park, and that you will get a sense of how much fun we have here, which makes us happy learners.

If you require any further information, please do not hesitate to contact school.

Many thanks,

Michelle Slater

Headteacher



About Our School

Bluebell Park is a purpose- built special school which educates pupils with Educational Health and Care Plans (EHCP) and high level complex medical needs.

This includes severe learning difficulties, physical, medical difficulties and severe Autistic Spectrum Conditions and high need complex medical needs.

We educate children aged 3-19 years of age, offering part time places for nursery aged children (3-4 years) and full time Post 16 curriculum (16-19 years).

Pupils at Bluebell Park are grouped according to need but within the appropriate Key Stage / age range.

Our Mission Statement

"Learn about our world, care for others and celebrate achievement"

Aims of Bluebell Park School

- To provide an excellent education in a supportive environment.
- To provide a broad and balanced curriculum through effective teaching strategies which are relevant to every pupil.
- For parents, pupils, staff and other professionals to enhance the life of Bluebell Park, creating a happy and safe school community.
- To promote and support inclusive educational opportunities for pupils both within Bluebell Park and other learning environments.
- For Bluebell Park to be valued as an integral part of the local and wider community.
- For pupils to become as independent as possible, learning functional skills that will support them on their life's journey.



Admissions Criteria and Transition to School

Admissions

All pupils who attend Bluebell Park will be required to have an Educational, Health and Care Plan (EHCP). Your child's school place will be determined by the Knowsley Inclusion/SEND Team who can be contacted on **0151 443 5145**.

Parents/Carers are welcome to come and visit the school to help you to make a decision as to whether you feel that Bluebell Park would be the best setting to meet your child's needs.

Please contact the school office to arrange an appointment. **School Office: 0151 477 8350**.

There will be a number of forms to complete on admission to our school, which will be given to you when we are ready to start transition.

If your child is starting school in September, we will invite you to a Welcome Meeting for new parents/carers, where we can discuss all of the relevant information and support will be available to help you to complete forms etc.

If your child starts school during the school year we will meet with you prior to their transition at a mutually convenient time.

Transition

When your child has their school place confirmed we will liaise with your child's current setting (if they have one) to arrange a transition timetable. These sessions will begin no earlier than the half term prior to their start date. As every child is very different, we offer a range of options, but we do request that some of the sessions are supported by staff from the setting that they currently attend.

This ensures that we have as much information as possible, and that your child's experience of joining Bluebell Park is a positive one.



Organisation of the School and the School Curriculum

The School Day:

- 9:00 Pupils arrive on Transport and complete Registration
- 9:30 Lesson One
- 10:45 Break time
- 11:00 Lesson Two
- 12:00 Lunchtime
- 13.30 Lesson Three
- 14:20 Lesson Four
- 15:20 Pupils leave on Transport

The school has four departments, each managed by an Assistant Head Teacher (AHT).

These departments are:

Lower School AHT (including Early Years) – Ailish Hood

Upper School AHT– Teri-Ann Steele

Post-16 AHT – Kathryn Bracken

Complex Needs AHT – Sophia Bennet-Hulme

Deputy Head Teacher – Jo Watson

Pupils at Bluebell Park will follow one of the curriculums described below:

Pre Formal Curriculum

Our Pre- Formal Curriculum is for our PMLD learners. Pre formal learning is **not dependent on the subjects of the National Curriculum**. Our planning is topic based, and learning opportunities are used to allow Repetition of routines, repetition of vocabulary, providing pupils time to process, anticipate and respond. The Pre- Formal Curriculum focuses on 3 core areas of learning:

Communication

Knowledge and Skills

Physical Development

Communication: In the pre-formal curriculum, staff use a total Communication approach, where learners are encouraged to use whatever form of communication is appropriate for them as individuals. Intensive Interaction is used to support Communication.

Knowledge and Skills: Awareness, Exploration, Early problem solving, Sequence and Pattern.

Physical Development: Body awareness, Fine Motor skills, Gross Motor skills. There is also a focus on therapeutic activities such as hydrotherapy, rebound therapy, physiotherapy, speech and language therapy, intensive interaction, sensory integration and physical development programmes.

In a Pre- Formal learning classroom, you can expect to see:

Personalised Learning opportunities	Consistent routines	Practising skills
Repetition	Objects of reference	Sensory based learning

Pre-formal learning may include:

Sensory exploration	Sensory cookery	Sensory story	TACPAC
Music	Art	Physiotherapy	Hydrotherapy
Rebound Therapy	Massage	Targeted physical intervention session	

There are 8 areas of Engagement that we use:

1	2	3	4	5	6	7	8
Rejection	Encounter	Awareness	Attention and Response	Engagement	Participation	Learner initiation	Imitation

Informal Curriculum

Informal curriculum is for pupils with complex learning difficulties. This curriculum allows for consistency and continuity for pupils who are operating at the very early stages of learning. The informal curriculum has a heavy focus on engagement and regulation. If both of these are present learning for these pupils will take place.

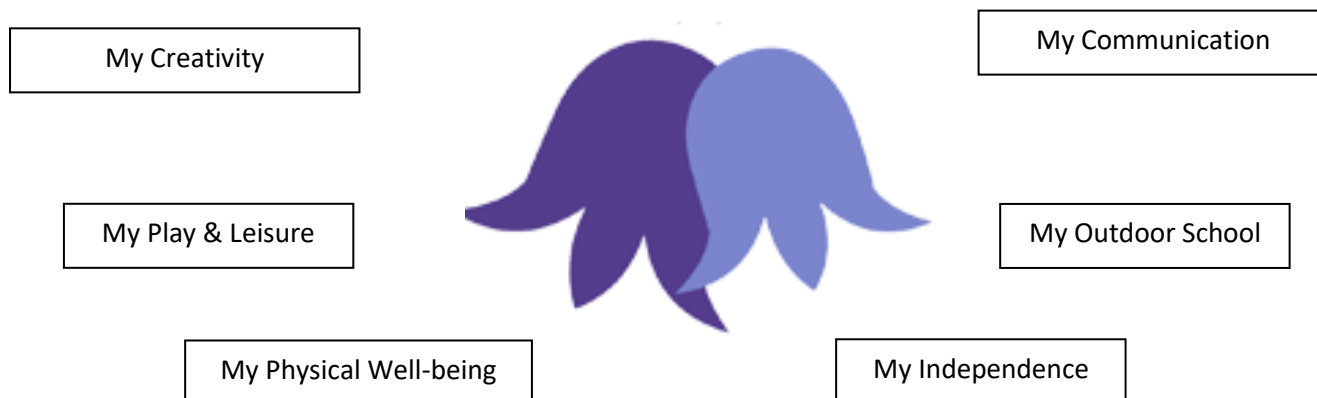
Pupils working within this curriculum , typically learn on a 1:1 basis and need lots of opportunities for repetition with tasks repeated in a variety of ways and in a variety of settings.

Classrooms will be set up to encourage engagement and regulation taken from the pupils special interests.

Typically you will see pupils working on self -directed skills or supported by a an adult focusing on key learning intentions for that pupil.

There may be a loose link to the school themes, however themes will typically follow the natural circle of the seasons and annual activities.

Learning will be organised in the following areas:



Learning intentions can be taken from the scheme of work or the pupils EHCP.

Class teams will plan on a weekly basis ensuring pupils interest are considered and areas within the classrooms will clearly be set up to encourage learning that is exciting for all.

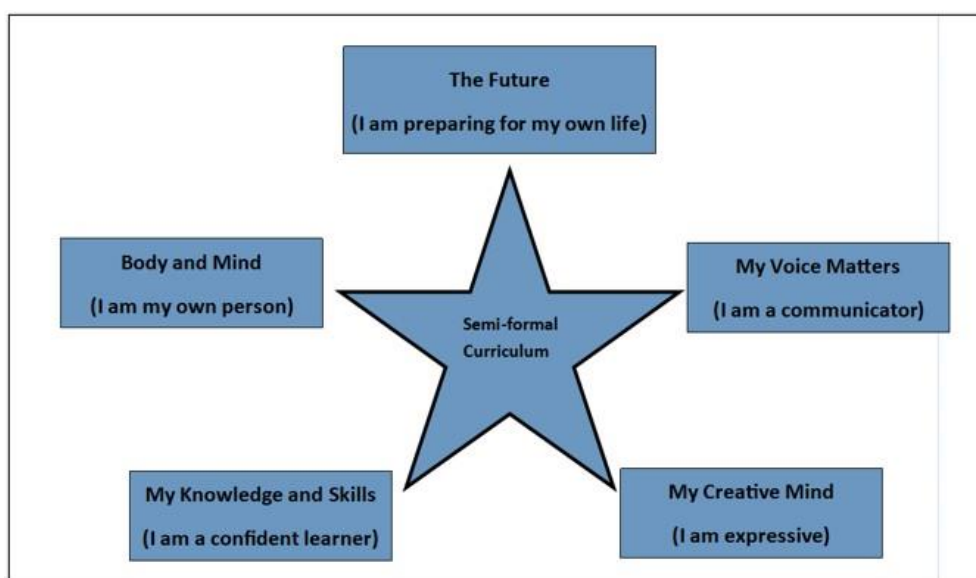
Pupils learning will focus on process- based learning and pupils may not make linear progress.

Semi-formal Curriculum

The semi-formal curriculum is followed by our SLD cohort, (pupils with Severe Learning Disabilities) most of whom also have a diagnosis of ASC (Autistic Spectrum Conditions).

- Learning needs are met through EQUALS informal/semi-formal curriculum,
- Learning is assessed and tracked through the use of Evidence for Learning and B Squared Connecting Steps.
- The intent of the semi-formal curriculum is to develop knowledge, skills and understanding relevant to the whole life of the learner, which is not bound to singular subject areas.

The focused areas of learning are as follows:



The semi-formal curriculum aims to provide a motivating and engaging learning experience to ensure our SLD learners reach their potential in all areas. We aim to provide a curriculum that is fully supported by consistent, school- wide visuals.

While the learners working within the structured pathway need high levels of adult support throughout their time in school, it is also recognised when learners are ready for adults to take a step back and withdraw prompts to promote independence. Teaching is provided through clear, explicit instruction in a way that suits the learner – one to one, in small groups, as part of the whole class or a mixture. Through the structured pathway, the curriculum is promoted through a scaffolded 'spiral' with clear steps for progress.

Formal Curriculum at Bluebell Park

What is the Formal Curriculum?

The curriculum focuses on developing the key skills of communication, cognition, independence, physical development and self-care. The curriculum for formal learners is implemented through a sequenced, long-term cycle of planning. This curriculum enables pupils to engage in more formal, structured and discrete lessons. These lessons are adapted accordingly so that they are practical, build on prior learning and consolidate knowledge and skills.

Pupils will work on 8 areas of learning;

Mathematics	•Number, place value, geometry, measurement, statistics, ratio
English	•Reading, writing, spelling, comprehension and phonics
Physical Wellbeing	•PE,swimming, rebound, health eating, play skills, positive mental health
Keeping Safe	• PSHE, E Saftey
The World Around Us	• Science, history, geography, religious education, modern foreign languages
Creativity	• Music, Art, Drama, Design Technology
Independence	• Cookery, travel training, shopping, life skills
Planned social and shared experiences	•Weekly departmental assemblies, whole school celebration assemblies, school calender events

What Can I expect to see in a classroom teaching through the 'Formal Curriculum'?

Pupils working on the formal curriculum will be learning through subject specific teaching. Working through an adapted National Curriculum, core and foundation subjects are delivered alongside development of independent skills including, travel training, life skills and in key stage 4, work related learning. Pupils will be working independently and in small groups and have access to a range of resources. Classroom displays will be a mixture of topic based, celebration displays and working walls to support learning.

Lower and Upper Departments (Primary and Secondary)

Lower and Upper school classes are mixed age ranges within key stages, with pupils following one of the specific curriculums outlined above, best suited to their needs.

We include focus areas to develop communication (Symbols, Makaton, AAC, Objects of Reference - all total communication approaches) as well as supporting pupils using positive behaviour strategies (Behaviour for Learning).

Pupils are supported with their individual sensory needs and provided with opportunities to develop social skills in a range of situations.

Pupils enjoy a range of learning and enrichment opportunities, including themed weeks, designed to enhance their learning and to learn about new things. There is always a focus on life skills and ensuring that pupils learn how to navigate their world as easily as they can.

Our friendly and caring staff are committed to seeing every pupil achieve their full potential. We encourage our pupils to develop knowledge, skills and confidence by delivering a full and creative curriculum that provides opportunities for pupils to learn in a safe environment. We maintain excellent relationships between staff, pupils and parents/carers and are proud of our school, always striving to improve.

Post -16/ Sixth Form (16 – 19 years)

Within the Post- 16 Department, focused attention is given to encouraging greater independence and preparing students to be ready to transition from school when it is time for them to leave us.

There are two main pathways – Towards Independence and Towards Supported Employment.

Students will engage in a range of options according to their individual needs, and in this respect, follow personalised timetables. This will usually consist of an element of class time, with additional engagement in various groups - both in and out of school.

Students engage in a full range of accredited awards, achieving recognised certificates from ASDAN and Open Awards. This approach has ensured that student engagement offers them greater credibility, and this is further underpinned by the internal and external moderation processes that are required by each awarding body. Functional Skills English and Maths are sometimes taught at Entry Levels 1, 2 and 3. This is particularly important for those students who may have future ambitions to progress through College or develop skills towards supported employment.

There are various opportunities for participation in sports activities including access to modified cycles.

Students can also engage in outdoor pursuit activities in Duke of Edinburgh Awards, which also offers opportunities to participate in short activity residential.

PMLD/Complex Needs

Pupils in this department have complex learning needs and are incorporated into the Lower, Upper and Post-16 departments. Alongside significant learning difficulties, they may also have physical disabilities, sensory impairment or a severe medical condition. The curriculum for the pupils focuses on four main areas:

- Communication
- Cognition
- Independence skills
- Physical development

The curriculum is delivered in a cross curricular way and will focus on the individual needs of each pupil. Lessons will be delivered using a sensory approach, including using many materials, props and ICT equipment, such as plasma screen/ switches/ iPads. Pupils will access Rebound Therapy and Hydrotherapy programmes devised by Physiotherapists, Occupational Therapists and Speech and Language Therapists. Each pupil will have an IEP, which is updated termly.

As pupils move through the school they will follow the pre- formal curriculum with an increasing focus on functional skills. Pupils will explore and access the wider community and follow ASDAN units of work in preparation for leaving school.

Throughout their time at Bluebell Park there will be a focus on total communication. Pupils will be supported to use a range of communication methods, such as Objects of Reference, PECs, Signing, AAC all dependent on their individual needs.



General School Information

Uniform

School Uniform can be purchased from:

- Liver Print. 6F Academy Business Park, Knowsley Industrial Park.
- Topform. Unit 22, Sinclair Way, Prescot Business Park

Lower & Upper departments (Year groups Reception - Yr11):

- Navy blue jumper/cardigan
- Grey trousers/tracksuit bottoms/skirts
- White polo shirts or standard shirts/blouses

Post 16 pupils (Year groups 12, 13 & 14):

Post 16 pupils are encouraged to wear their own clothes as they begin to prepare for adult life away from Bluebell Park.

P.E Kit: White T-shirt, black shorts and appropriate footwear. Not all classes will need a P.E kit, your child's class teacher will let you know if your child will need one.

Swimming Kit: Swimming costume or trunks/shorts and **2** towels to be sent in weekly. We have a very limited number of spares so your child may not swim if they do not have the appropriate kit. If your child uses swim pads, please provide these.

Please ensure that all coats/bags/uniform and kits are clearly labelled with your child's name.

Attendance

We encourage your child to have 100% attendance. We understand that there may be times when you need to take your child to appointments etc. so we ask that you inform school if your child will be late, being picked up early or will not be in school for any reason. Please contact our school admin team asap to let us know (Tel: 0151 477 8350 option 1). You can also inform us via the Dojo App which you can download to your mobile device or email the school directly. Please do not send messages via a third party such as your child's transport Driver/PA or another child or parent.

Illness

If your child is ill and is unable to attend school, please call our absence line (number above) to explain his/her absence. Some of our pupils have complex medical needs so we ask you to think responsibly when sending your child in to school if they are unwell. We have a strict vomiting/diarrhoea policy whereby pupils will be instructed to stay home from school for at least 48 hrs after they are symptom free. If you send your child back in before this time frame you will be asked to collect your child. This is to ensure that there will be no spread of infection across the school. We thank you in advance for following this policy.

Medicines

If your child needs regular medication or is placed on new medication, please inform the medical staff team straight away. This will ensure that they have time to complete the appropriate paperwork for them to administer medication. If your child is placed on antibiotics and it is prescribed three times a day this medication will NOT be administered within the school day. **ALL** medication will need to have the correct prescription label on it otherwise it will NOT be administered. If your child needs any emergency medication and it is not sent into school, we may have to ask you to collect your child until the medication is bought to school.

Transport

We ask parents/carers to take responsibility for informing transport staff if your child is going to be absent, arriving late, leaving early, or is going to respite. Please ensure you have the contact number of your child's driver and/or Personal Assistant. We ask that you also inform school yourself about any changes to your child's journey.

School Meals

Pupils have a choice of a hot meal or a sandwich meal. This is both a learning and a social time in which the children can sit with friends, follow feeding programmes, enjoy their meal and spend time together. Meal payments are made via Parent Pay. Meal costs and log in access to Parent Pay is available from our school admin team. Pupils in Reception and Years 1 & 2 are entitled to a free meal via the Government Universal Free School Meal Scheme.

If your child is having a packed lunch, please make sure this is sent in daily in a clearly labelled lunch box/bag. We have pupils within the school with **severe allergies**, which include nuts and some fruits. We ask you to be mindful of this when choosing the food for your child lunch box. Your child's class team will inform you if there are pupils with food allergies in your child's class.

Options to swap from packed lunch to school meal and vice versa, is available on a half termly basis.

Money at School

If you need to send money into school whether it be for trips, snack, cookery etc. we ask you to place all money in a sealed envelope that is clearly marked with your child's name, class, amount and what the money is for. This will help us to keep track of all money that comes into the school building. Your child's class Teacher will inform you of the weekly amount.

EHCP/Annual Reviews

Your child's EHCP will be reviewed annually. You will be invited into school to attend this meeting which is also an opportunity for you to meet with your child's class teacher and discuss the progress they have made over the year, in all aspects of their curriculum. Please let school know if there are other agencies or professionals that you feel need to be in attendance at this meeting.

Parents Evenings/Meetings

We have two formal Parents' Evenings at the beginning and end of the school year where you can meet your child's class Teacher and team, visit the classroom, and discuss progress at the end of the year. The Teaching Staff in school are always happy to discuss your child's progress and welcome you to get in touch with them should you wish to. We also attend or send reports to any other meetings that are taking place by other services e.g. social care. If you feel you require any support throughout the school year, please do not hesitate to contact your child's class teacher.



Multi Agency Working

Integrated Services Team

We are very lucky to have many professionals working with Bluebell Park. Our school staff work alongside Speech and Language, Physio and Occupational Therapists. Targets that are set by these therapists are

bought into the curriculum and generalised so that the skills become part of your child's everyday life. Where appropriate the targets provided by the therapist are written into your child's Individual Educational Plan. Should you have any queries about the therapy your child receives please contact the Integrated Therapy Team directly.

Medical Team

During school hours there is an onsite nursing team to support our staff with medical emergencies and administering of regular medication. Within school we have two offers of medical support, one offer sits with the school nursing team and the other will be Wirral nurses, which offer will depend on the needs of your child.

Other Services

The teaching staff at school also work alongside Social Services, Positive Behaviour Support Service (PBSS) and other agencies. You will be informed of any meetings with these services, and we will support you and your family wherever we can.

School contact information

Bluebell Park School
Cawthorne Walk
Southdene
Kirkby
L32 3XP

Tel: 0151 477 8350

Email: Bluebell.Park@knowsley.gov.uk

Website: <http://www.bluebellparkknowsley.co.uk>