



## **Bluebell Park School**

### **Annual SEN Report Autumn 2025**

#### **Outline of the provision at Bluebell Park**

Bluebell Park is a purpose built special school for pupils aged 3 – 19. We are currently commissioned from the local authority for 217 pupils. We are a school for pupils with severe and complex learning needs. Alongside this some of our pupils have health action plans defining their medical needs. Around a third of our pupils have profound and multiple learning difficulties or complex learning difficulties which can include medical, physical and sensory needs; around a third have an additional diagnosis of autism.

Our building is split into three 'hubs'. Green Hub, Blue Hub, and Purple Hub. Due to the fluctuating nature of our intake, pupil's home class can be in any one of the hubs. Our curriculum is designed to prepare our pupils for adulthood and leave as independent as possible. We have an additional off site satellite provision based at Eastcroft Park primary school..

We have a range of specialist learning environments and provision that can be accessed during the delivery of our holistic curriculum. Further information on this can be found in our prospectus or on our website.

#### **What are the school's policies for the identification and assessment of pupils/students attending the school?**

All of our pupils on roll have an Education, health and Care Plan (EHCP).

We have a well established transition process for our leavers which involves linking with adult services and other provision to plan for our pupils. There is an annual 'Look to the Future' event early in the year to help parents identify provision.

#### **What is the provision for pupils/students at Bluebell Park and how is it evaluated?**

All staff have a responsibility to meet the needs of all the pupils at Bluebell Park.

Our curriculum has recently been redesigned and honed over the past few years, is pupil centred and designed to create a progressive journey through the pupils time at

school. We continually review our curriculum provision to make sure it is meeting our pupils' needs. Building on strong foundations, we tailor our curriculum to support independence and give our pupils life long functional skills. We have four curriculums in place – Pre-formal, Informal, Semi-formal and Formal. Pupils access their learning opportunities through the most suitable curriculum. There is further detail on our website. We ensure our broad and balanced curriculum has many opportunities to develop our cultural capital through activities such as a staff-pupil football match, celebration events and cultural activities amongst others.

### **What training do staff have in relation to the needs of pupils/students at Bluebell Park?**

Our staff have regular training including opportunities for bespoke training around specific requirements for example Medical and therapeutic training. Some of the training that staff receive includes:

- Team teach training for de-escalation and behaviour support
- Safeguarding training
- First aid training
- Manual handling and lifting
- PECs/TEACCH
- Communication training
- Sensory Integration
- Rebound therapy

We have tutors on site who are trained to deliver Teamteach training, Rebound Therapy and Manual Handling and Lifting training. We ensure that our Safeguarding training is undertaken on an annual basis. Due to the wide range of needs for our pupils, we work with a range of professionals to ensure appropriate training is available.

We have clear induction processes for new staff and a cycle of continuing professional development for all of our staff.

### **What are the arrangements for consulting parents of children/young people at Bluebell Park and involving them in the education of their child?**

#### On admission:

We hold a 'Welcome Meeting' for all parents of new starters to our school. At this meeting we introduce you to the school, its procedures and how we work as part of a multi-team approach to supporting pupils. Following this, class teachers will work with parents to gather information about their child to ensure as best a start as

possible. Sometimes this includes home visits from the class teacher / staff. We arrange a transition programme in advance of their start with the current setting.

### **PLG (Personalised Learning Goals)**

We use PLG's to target learning for the term. PLGs are sent home to parents who have the opportunity to discuss and input to them. We want the targets set to be challenging and realistic. They have been developed in collaboration with parents. These will often be drawn from the objectives found in the EHCP but could involve an area important to the pupil at that given time.

### **Meet the teacher**

We hold a parents evening for parents soon into the first term so that parents can meet the team working with their child/ren and share information. We also use a home-school book / class dojo / phone calls to share information between home and school. Any medical information for the nursing team must be conveyed straight to them via their phone line or email which can be found on the website. We have an end of Year parents evening also.

### **Annual Reviews**

We hold an annual review for all pupils. This is a meeting where parents can discuss provision for their child and progress being made. There may be other professionals invited to this meeting dependant on the individual's needs. For instance, social care, health and therapy services may be invited to contribute to the meeting.

### **Governing Body**

We have parent representatives on the Governing Body. They attend the Governing Body meetings and are available to speak to and represent parents views.

### **Parent/Carer Survey**

We carry out an annual parent carer survey which allows us to capture views from parents. This lets us know how parents feel about the school and helps us to continually improve our provision.

### **What are the arrangements for consulting young people at Bluebell Park about, and involving them in their education?**

All children at Bluebell Park are treated with dignity and respect and we value their individual natures. Our curriculum is designed so individual needs are taken into account to help every pupil experience success and achieve in school. We have four curriculums to support with this. More information can be found on our curriculum section of the website.

We have a Pupil Leadership Team, who play an active role in discussing and sharing ideas about what they think of the school and how it could be further improved.

As part of the EHCP process, we gain pupil voice through a range of tools to capture their opinions. Our person centred review approach is focused with the child at the centre and they play a full role in contributing to this.

We ensure our leavers views are captured on their school journey in their final year.

**What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Bluebell Park**

Parents can access our Complaints Procedure through the link on our school website which sets out how complaints are dealt with.

**How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Bluebell Park and in supporting their families.**

Bluebell Park's Governing Body are fully committed to a multi-agency approach to supporting our pupils. As part of the school design it was built to accommodate additional services. As a result, we have services on site including Occupational Therapists, Nurses, Speech and Language Therapists, Physiotherapists. These staff are not employed by the school but by their respective services. They may be in occasionally, part time or full time dependant on that service provision.

Governors are also aware of other specialist services that may input to the school through feedback to them in meetings from relevant teachers / senior managers. We have members of the governing body who are professionals with backgrounds in health and public services.

Transport to and from school is provided by the local authority and the transport provider employs their own staff.

We have strong links with Social Care who are Local Authority employees based off site.

## **What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?**

Transition in our setting is prevalent throughout the provision. We work to put in place effective transition between classes on an annual basis, between departments when this occurs; between other provisions when pupils are coming into or moving out of school; and between school and adult services when moving on from school.

Students are increasingly involved in the process of transition. We take a person centred approach to transition. Through this process we aim to involve families at all points in the transfer and have many successful experiences in students moving onto further provision. We have had several former students gaining full paid employment in the council through the award winning internship programme. The 'Look to the Future' event is central to highlighting the provision and pathways available. In addition we work closely with the local authority to shape the post-19 provision for our pupils.

## **Where is the information on Knowsley local offer published?**

Information on the Knowsley local offer can be found at [www.knowsleyinfo.co.uk](http://www.knowsleyinfo.co.uk)

## **Who can I contact for further information?**

Further information can be found on our website:

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

You are also very welcome to get in touch to arrange a visit or to find out more about our school and the admission process. Please contact the Headteacher, Michelle Slater.

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