



Sefton  
Emotional  
Achievement  
Service



**Sefton CVS**  
Supporting Local Communities

# SEAS

## Sefton Emotional Achievement Service

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## Annual Report 2025–2026

commissioned by:



Cheshire and Merseyside

# Service Overview – Who are SEAS?

Members of the SEAS Consortium came together in 2013 as a positive outcome of their participation in a national Department for Education Programme, BOND (Better Outcomes, New Delivery). BOND focused on building the capacity of voluntary sector organisations to design, deliver and evaluate the impact of emotional and social well-being, focused interventions for children, young people and families.

Sefton Emotional Achievement Service (SEAS) is a group of local VCF Organisations that came together with the aim of helping children, young people and families to aspire and achieve through providing bespoke emotional well-being support, delivered at the right time and the right place through voluntary sector consortium working.

Collectively, the SEAS Consortium has more than 100 years of experience in delivering services and supporting local people. The service offers a range of emotional well-being support services at a reasonable cost that can be commissioned, the Care Experienced Young People’s Pilot and some small projects in Sefton schools funded by Cheshire and Mersey Sefton Place. SEAS partners use a range of outcome measurement tools to demonstrate the effectiveness of interventions. SEAS are committed to innovating and finding new ways to support young people and families in Sefton. Listening and working with partners to support the emotional health and well-being of Children and Young People in Sefton.

SEAS is co-ordinated by the Strategic Lead for Children and Families at Sefton CVS and the partners are; Parenting 2000, Venus, MYA SPACE, PSS and SWAN Women’s Centre. SWAN Women’s Centre joined the partnership this year but after the delivery of the project had been planned and finance allocated. They will join us in delivery next year.



# Our Work and Priorities this year



## Thrive Network Sefton

The Thrive Network Sefton met four times. We focused on Sefton’s Children and Young People’s Health and Wellbeing Strategy, the Buddy Up Participation Pilot, the Neighbourhood Model, sharing good practice, the Community Insight Tool and reflecting on the local emotional health and wellbeing offer for children and young people in Sefton.

## Networking and Partnership

We had a stall at the 'Local Offer Live' Event which took place in Southport. This was an excellent opportunity to talk about SEAS and The Thrive Network with parents and carers.

We took part in a conference at Edge Hill University – Research Programme Launch Mental Health Leaders Award.

Some of the partners attended Half-Day Strategic Decision-Making Workshop for the Health and Wellbeing Strategy hosted by Sefton’s Public Health Team.

We fed into the ReCITE work with Comics Youth, Sefton CAMHS and Alder Hey.

The Strategic Lead for Children and Families sits on a number of boards, networks and working groups and is able to share information widely across the Sefton Partnership including; Children’s Emotional Health and Wellbeing Board, The Early Help Partnership Board and The Family First Implementation Board.



**The Focus of the delivery this year was children with SEND and their siblings.**

**63**

**the number of young people that benefited from the delivery of SEAs.**

**4**

**the number of schools that participated in the delivery of the projects.**

**25**

**number of boards and networks attended by our Strategic Lead for Children & Families.**

**4**

**number of Thrive Network Sefton meetings that were held this year.**



# Projects with Schools

## Parenting 2000

Delivered at Presfield School

### Project Overview and Delivery Information

A progressive six-week therapeutic workshop, focusing on essential themes such as ‘growth mindset, stress response, boundaries of self and others, self-esteem, 5 ways to wellbeing, and teamwork’.

Conducted at Presfield School – Southport, tailored specifically for autistic children, the workshops were designed to be interactive and neuro-affirming, ensuring accessibility and engagement for all participants. Sessions were delivered in early autumn term 2025 for pupils that schools identify then repeated spring term 2026 to the same pupils.

### Workshop Structure & Objectives

- 1 **Foster a growth mindset:** Encourage children to embrace challenges and view failures as opportunities for growth.
- 2 **Enhance stress response:** Teach coping strategies to manage stress effectively.
- 3 **Establish boundaries:** Help children understand personal boundaries and respect those of others
- 4 **Build Self-Esteem:** Promote self-acceptance and confidence through creative expression.

- 5 **Implement 5 ways to well-being:** Introduce practical methods for improving overall mental health.
- 6 **Encourage teamwork:** Develop collaborative skills through group activities.

### Outcomes

- > **Increased engagement:** Children demonstrated higher levels of participation and enthusiasm throughout the workshops.
- > **Improved stress management:** Participants were feeling more equipped to handle stress, and having the vocabulary to reach out for assistance if required.
- > **Enhanced self-awareness:** Greater understanding of personal boundaries and a positive beginning to respecting others’ boundaries.
- > **Boosted Self-esteem:** Many children expressed newfound confidence in their abilities and worth.
- > **Team Collaboration:** Improved ability to work in groups, fostering a sense of community and support.

### Conclusion

The therapeutic creative workshop programme successfully met its objectives, providing a safe, engaging, and supportive environment for autistic children. The participants not only learned valuable skills but also experienced significant personal growth. This case study underscores the importance of tailored, neuro affirming approaches in fostering resilience and well-being among neurodivergent individuals.

Moving forward, continued workshops with similar themes are recommended to reinforce these skills and promote long-term wellbeing.

# Projects with Schools

## Parenting 2000



### Feedback from the Young People

"Thank you, these sessions have made me get more friends"

"I have enjoyed these sessions. I liked coming into school on a Monday and my attendance has improved"

"I wish we could have this class every week"

"Thank you for helping me create my stress toolbox"

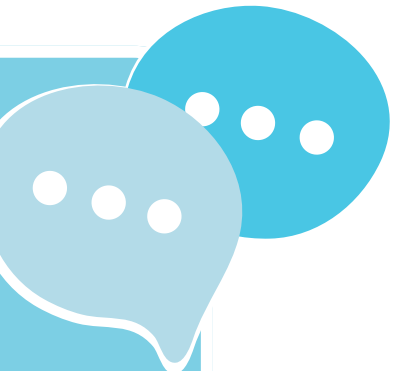
"I never knew that Geography could be a superpower. I know a lot about Geography and want to teach others all about it one day"

### Feedback from the School

"Leanne has ensured all children are able to participate in her workshops. By tailoring each session to include the passions and interests of our students she was able to explain complex themes and ensure their understanding."

"The children looked forward to each Monday session with Leanne. I noticed an improvement in attendance, and socialisation between classmates as the weeks went on."

"I really enjoyed taking part in the workshops too. It was nice to see a different side to some of our students"



# Projects with Schools



## Delivered at Kings Leadership Hawthornes School

### Project Overview and Delivery Information

The group was delivered by two qualified Children and Young People's Wellbeing Practitioners using the evidence-based Arts for the Blues intervention.

The group was designed to support young people who have neurodiverse siblings or siblings with complex needs, those who have caring responsibilities for parents or siblings, and those whose emotional needs are often overlooked. The aim was to provide dedicated support for young people who are not always prioritised because of the needs of others around them. Group also provided consistent support, whereby each group member felt heard, connected and reassured that they were not alone.

Arts for the Blues is a creative therapeutic intervention that uses a range of art-based activities to help young people explore and express their emotions. The programme is non-directive, allowing participants to engage at a level that feels safe and comfortable for them. Each weekly session focused on exploring different emotions through a variety of creative materials and art forms, with the group process forming a key part of the therapeutic experience.

The programme consisted of nine weekly sessions delivered at Kings Leadership Hawthornes School, with eight Year 7 and Year 8 pupils taking part.

### Outcomes

We completed the RCADS-25 and WHO-5 questionnaires, which indicate improvements in several areas of the young people's general wellbeing.

Throughout the intervention, the group made significant progress in their engagement. Many participants were initially hesitant and found it difficult to join in during the early sessions, and it took time for them to feel comfortable contributing. By the end of the programme, the group was working together cohesively. Several young people were approaching their teachers in school to ask when the next session would be taking place. On two occasions, participants arrived at school specifically for the group session, as it provided a helpful transition into the school day for those struggling with attendance.

The group formed friendships across year groups and classes, including between young people who had not mixed previously. They took part in individual, paired, and group discussions about their emotions and engaged positively throughout.

### Case Study

One of the young people attending the group had ongoing behavioural difficulties in school and was at risk of permanent exclusion. He missed several sessions due to fixed-term exclusions, and there were also wider systemic challenges and recent difficulties at home that impacted his participation.

When he was able to attend, he contributed strong focus and energy. He offered creative ideas, engaged thoughtfully with the activities, and participated fully in group discussions. Throughout the sessions he attended, he displayed no behavioural issues, followed instructions well, and completed all tasks.

He became an integral part of the group and was highly valued by his peers due to his enthusiasm and willingness to engage. His feedback reflected that he felt appreciated within the group and that it provided a space where he could be playful and creative in a school environment. The sessions offered a positive outlet for his energy and supported him in building constructive relationships.

# Projects with Schools Venus



## Feedback from Young People

### Did you enjoy taking part – extremely, very much, moderately, slightly, not at all. Please give reasons?

- Very Much – because the games were fun
- Extremely – I don't know, I just had fun with the people around and I felt welcome
- Extremely – It was really fun
- Slightly – I liked making forts

### What did you find most beneficial?

- Group Work – because of the balloon exercise
- Group Work – had time to talk and discuss the work
- Creative Activities – helped me became more creative about my thoughts
- Something Else – playing the chair game

### What was the most helpful for you in the group?

- We talked about feelings
- Using different materials to show emotions
- Playing with the balloons
- The group work

### Did you find it helpful in improving your wellbeing?

- Extremely – because I used to hate waking up for school
- Very Much – Made me more excited

### Something you are proud of from the group?

- The good drawings I have made
- Creating the masks
- My drawings
- Taking part because at first I didn't want to do the group
- Confidence
- I was good there

### A memory you will keep from the group?

Lots of personal comments about friends from the group, as well as;

- The balloons
- Balloons and Art
- Just being there

## Feedback from the School

Students engaged well, they have been excited about attending sessions and harder to reach students have taken part. Students have been more open in seeking support from school staff and naming emotions. Students have been able to express themselves without having to talk, which our students find hard.

The young people responded very well. Group leaders have been amazing engaging some of our most vulnerable students.

### Any other comments or feedback?

Students have really benefited and we would love to have you back.



# Projects with Schools



## Delivered at Chesterfield High School and Newfield High School

### Project Overview and Delivery Information

This project supported the wellbeing and personal development of young people with special educational needs (SEN).

Young people took part in 'Create, Sing and Smile!', a programme of wellbeing and music workshops delivered at MYA SPACE. By providing a change from their usual school environment, the project encouraged participants to meet new people, explore a new setting, and build confidence. Sessions included confidence-building activities, wellbeing exploration, songwriting and song development, and group singing.

Singing can support physical, emotional and social wellbeing by helping to reduce stress, improve breathing control, and promote positive mood and connection with others.

Several schools were approached to participate in the project; Chesterfield High School and Newfield High School accepted the invitation.

### Outcomes

- > All 34 participants engaged fully in the programme and developed a stronger sense of belonging, including forming new connections with peers they had not previously interacted with.
- > Participants demonstrated increased confidence and self-esteem, evidenced by greater willingness to share thoughts and feelings, contribute to discussions, and express opinions during sessions.
- > Participants developed creative and interpersonal skills through songwriting and singing, as well as listening to and considering others' views and ideas.
- > Ten young people used a recording studio for the first time and had opportunities to try instruments.
- > Participants strengthened motivation and resilience over the course of the programme; some were initially reluctant to take part but progressed to full participation by the end.

# Projects with Schools

## MYA SPACE and PSS



### 'Create, Sing and Smile!' Project highlight:

One participant attended as part of a school group. During the first session, he appeared quiet and hesitant to contribute verbally, although he followed the activities and engaged through listening. Staff understood this as a normal response to a new environment and focused on creating a safe, supportive space.

At the second session, the group continued developing a song started the previous week. With encouragement from staff, the participant joined in with the singing and appeared to enjoy the activity. During a circle-time segment focused on wellbeing and confidence, he volunteered to take part in an exercise, demonstrating increased willingness to participate.

At the end of the session, school staff shared that this was a significant milestone, as the participant had previously experienced selective mutism and had not spoken in group settings for some time despite ongoing support.

Through the sessions, he chose to participate actively—physically, socially and vocally—by singing, contributing verbally, and engaging with peers. This illustrates the value of the supportive environment created through the project.

### Feedback from the School

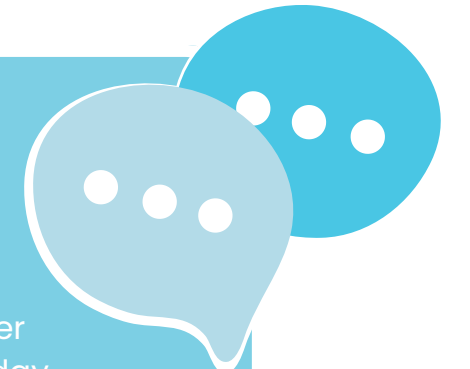
Thank you very much for today, and for all the work you have put in over the last month with our pupils. Thank you also for running over time today to enable the GCSE boys to experience the recording studio and record their work.

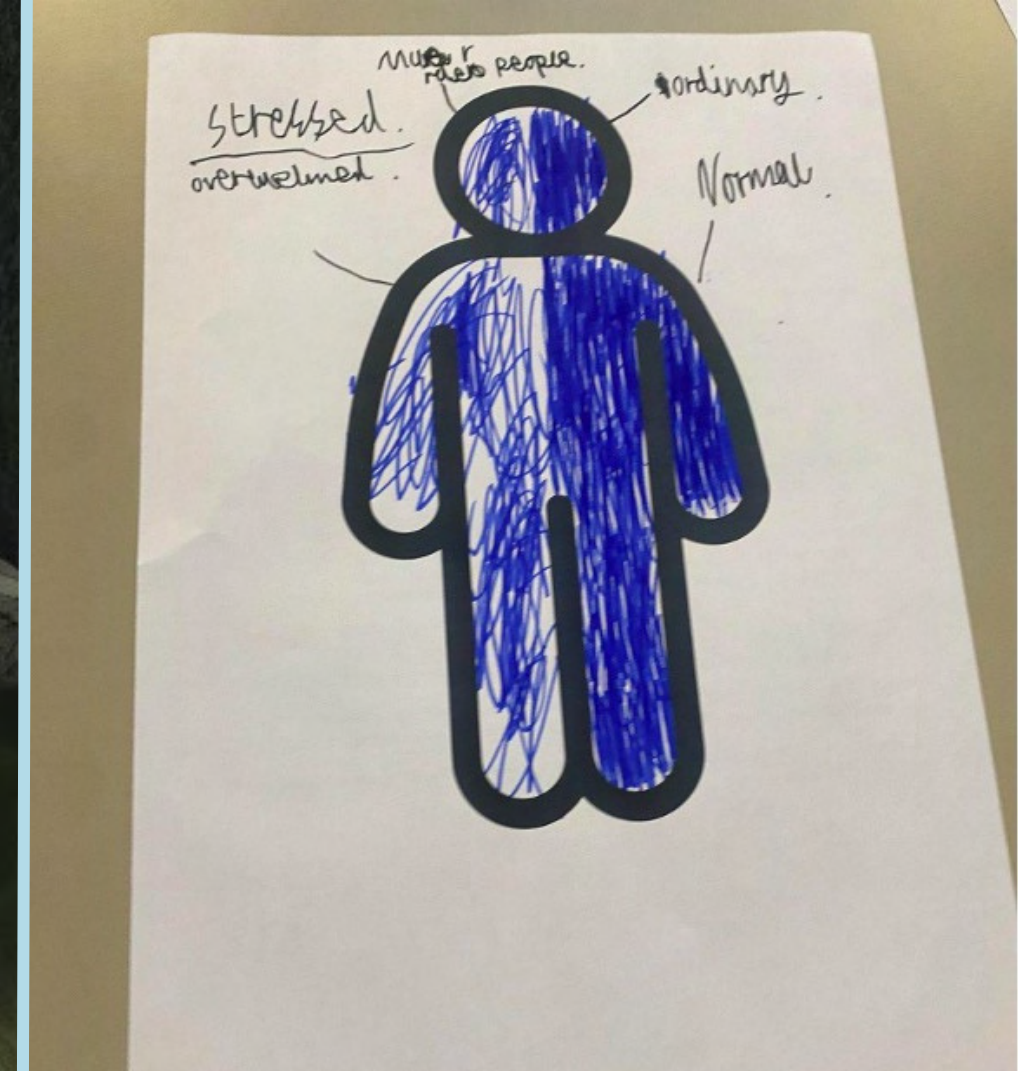
We have all enjoyed it. Your work with J has been amazing, supporting him to sing the song the group composed together, particularly as he experienced selective mutism for a long time.

There are so many positives to mention: making us feel welcome; providing a safe, fun and musical environment for pupils to work together; supporting C to join the group in his own time through 1:1 input; and offering snacks at break (which the pupils loved).

Thank you for supporting the Year 10 boys with their recordings. It was lovely to see G joining in, as he was really worried about playing before Easter. The relaxed environment helped him a great deal; he has been experiencing difficulties recently, and this was a definite positive experience that lifted his week.

Miss Patterson,  
**Newfield High School**





# SEAS Annual Report: 2025 – 2026

The 'Annual Report 2025 – 2026' has been compiled by the Sefton Emotional Achievement Service and its partners, as part of Sefton Council for Voluntary Service.

For more information about the work of SEAS or to discuss commissioning, please contact Sharon Cotterall:

[sharon.cotterall@seftoncvss.org.uk](mailto:sharon.cotterall@seftoncvss.org.uk)



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