

The Bridge SEND Information Report

Ethos:

We celebrate our ethos of tradition, innovation, community and achievement (TICA) and ensure that these values are adhered to for all our students with Special Educational Needs, creating a fully inclusive school. Our characteristics CARERS, standing for being Creative, Articulate, Resilient, Empathetic, Reflective and Self-Aware, is something we inspire to instill in our students, no matter which barriers to learning they may face.

We are an Alternative Provision that allows students, whose education has been disrupted due to medical/mental health issues, the opportunity to re-engage with education and a school community, with a view to reintegrating them back into mainstream school at KS3, and at KS4, offering students the chance to remain at our provision, achieve their academic potential and leave to go on to post 16 opportunities.

We are committed to delivering high quality personalised teaching in a nurturing, supportive environment, tailored to our cohort. This is fundamental to the success and future outcome of each of our students. Also key to this success, is the commitment and emphasis we place on building relationships with our students, parents/carers and all of those professionals involved in our students' lives.

This dedicated approach by all of our staff at The Bridge, helps foster resilience, build self-esteem, and as students begin to feel comfortable and secure, they are able to grow in confidence which is vital to their future prospects in life.

We offer personalized teaching and small group work. Students benefit more from individual support on a 1:1 basis for:

- Literacy, spelling and reading
- Numeracy and maths skills
- Dyslexia support
- Memory work
- Social communication skills
- Mentoring
- EAL support

SEN provision is available on site to any students who require some extra support or who feel vulnerable, and we offer:

- Homework support – at break time and lunch time
- Social support and mentoring- social gathering at break time and lunch time.

We take a whole school inclusive approach to students with special educational needs, recognizing that the aims of the school are the same for all students, whatever their abilities. The School is accessible for students with physical disabilities.

Detailed information on how students are referred to The Bridge is found on our website in the section criteria for admission to the Bridge; it addresses responsibilities of local authorities and referring schools.

Detailed information is also provided in the Life Education Trust in our SEND Policy, which follows the Assess, Plan, Do, Review process. The Assess, Plan, Do, Review cycle is key to the graduated response to special educational needs laid out in the SEND Code of Practice 0-25 (2014). The approach is essential to successful work with children with special educational needs or possible special needs at all stages of the SEND process from raising concerns to EHCP.

IDENTIFYING CHILDREN'S ADDITIONAL NEEDS

How will the school know if my child needs additional help and how will the school share information with me?

Referring school will provide SEN information and IEP of students with SEN. The school uses end of KS2 results from primary schools. If members of staff alert us that a student is not making the expected progress in certain subjects despite interventions from the subject teachers will explore further possible difficulties. Teachers are aware of any difficulties or certain needs and offers advice regarding strategies which will enable students to have maximum access to the curriculum.

Parents/carers will know that special educational needs and provision can be considered in four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory and/or physical

The school will work closely with the young person and their parents/carers to identify why support is needed, what the barriers to learning are and to understand why a student may not be making progress.

The school works alongside a number of specialist external agencies including the Educational Psychology Service, the CAD 5-19 team (Children and Adults with Disabilities team), Education Welfare Officers, Social Services and the Child and Adolescent Mental Health Services (CAMHS). Advice is also sought from a variety of other specialist providers where necessary.

CONTACTS AT THE SCHOOL

Who should I contact if I have any questions or concerns about my child's SEND?

There are many different ways in which parents/carers can raise questions or concerns regarding any difficulties they feel their child may be experiencing. Usually concerns are raised with the Head of Centre in the first instance by either telephone or via e-mail.

For Specific concerns regarding Students with a Special Educational Need (SEND) and students who have English as a Foreign Language (EAL) can be directed to the following staff:

Mrs Klara Stravs	SEN coordination	kstrav@bridge-life.co.uk
------------------	------------------	--

In order to raise general concerns you have with your child at home/in school with regard to his/her safeguarding and wellbeing please contact our Safeguarding Team.

Mrs Toni Cox	Head of Centre	tcox@bridge-life.co.uk
Mrs Maria Jackson	Safeguarding Officer	mjackson@bridge-life.co.uk

INVOLVING STUDENTS AND PARENTS/CARERS IN PLANNING SUPPORT

How will the School involve me as a parent and my child in meeting our SEND needs and in general school life?

There are a number of ways in which we will involve parents/carers in meeting the needs of their children:

- Discussions between teachers and individual students
- Statutory meetings and reviews
- Planning and review meetings involving teachers, students, parents/carers and external agencies as appropriate
- Regular contact between home and school, e.g. emails, texts, our provision mapping tool and phone calls
- Parents' Evenings

RANGE OF SUPPORT AVAILABLE TO MY CHILD

What different kinds of support are available to children with SEND?

- Curriculum adaptations and differentiation
- Specific teaching interventions
- 1:1 support or small group interventions
- Support for health needs
- Accessible site for those with physical disabilities
- Support and counselling for emotional and social well-being
- Involvement of external agencies when appropriate
- Literacy and numeracy support groups

MEASURING PROGRESS

How will the School know how well my child is doing and how will they inform me about this?

The school is committed to ensuring that all teaching is good or outstanding. High quality teaching is that which is differentiated and personalized to meet the needs of all students. We aim to ensure that:

- All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum
- Members of staff understand that they are all teachers of students with special educational needs
- All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs
- Every student is provided with opportunities to make progress in every aspect of their development, enabling them to be the best that they can be. The school places great importance on informing parents/carers about the progress of their child and any additional intervention provided. Progress is closely tracked as part of the whole school assessment cycle and review meetings are held. Progress will be measured three times a year. Parents/carers will receive two data monitoring reports per year and an annual report with written comments.

SUPPORT AND TRAINING FOR STAFF

Have any staff received specialist training in SEND?

The school works with a SENDCO Manager and a skilled Teaching Assistants (LSAs) help students with SEND in their everyday classroom environment in the different subject areas. They work alongside teachers and students in the classroom in the form of a small group work and one- to-one support. Teachers are offered ongoing advice and training regarding how best to support individual students with SEND.

SUPPORT AND TRAINING FOR PARENTS/CARERS

What support and training within the school is available for parents and carers?

At all times parents/carers are encouraged to contact the school or teachers, to seek advice regarding clarification of any issues regarding SEND. They are welcome to write, telephone or e-mail. Where questions are raised which cannot be fully answered by the Bridge, advice will be sought from external professionals. Parents/carers will be directed to specialist services where relevant.

ACCESSIBILITY

How is the school accessible to children with SEND?

All buildings in use on The Bridge site are accessible for students with physical disabilities. Classrooms and seating plans are organised to enable good access to seating positions and to enable pupils with sensory impairment maximum access to information (for example, proximity to the teacher or whiteboard). Specialized equipment can be used in classrooms when necessary.

INCLUSION

How will the school ensure that my child will be included in all activities at school, extra-curricular clubs and on school trips?

The Bridge is an inclusive school and will seek to ensure that all students are offered maximum possible access to the curriculum at all times. The school offers a vast range of enrichment opportunities such as summer workshops and activities with a Life Coach; all students are encouraged to participate in these. There is support available for any trips or visits that our students with SEND may be required to undertake. These are staffed according to the particular needs of those attending and additional support is offered as required. Students are being prepared for a change of premises by trips to the new built facilities to enable them to acclimatise to the changes. In order to encourage SEN students to socialize with peers we offer trips to a farm. The school always consults parents/carers regarding any particular requirements their child may have and, where possible, the school will manage these.

CHANGING SCHOOLS

How will the school support my child to move to the Bridge / reintegrate child to a mainstream school?

The Bridge seeks to support students at all stages of transition and preparation for life as an adult. Relevant information from outside agencies is sought for any student who has particular difficulties during a transition period. Some of the ways in which we seek to ensure smooth transition are:

- Parents' Evenings
- Additional school visits and tours as requested
- Involvement of the Children and Adolescent Team for People with Disabilities Service where necessary for guidance on GCSEs and applying to higher education
- Use of our in-house careers advisor - Rebecca Woods (Life Education Trust career advisor based at Frances Bardsley Academy)
- Gradual preparation with a plan tailored to child's needs

FURTHER INFORMATION FOR FAMILIES AND PRACTITIONERS

Further advice is available on the Bridge website or via the following links: The London Borough of Havering will publish their provision on their website (Local Offer) under

<https://familysevriceshub.havering.gov.uk/>

For help and advice for parents please go to: SEND Information and Advice Support Service (SENDIASS)

www.havering.gov.uk/SENDIASS

☎ 01708 433885

SENDIASS offer a free, impartial, confidential information, advice and support service offering support to young people (16-25) with SEND and parents of children with SEND.

[Add+UP](#)

59 Billet Lane, Hornchurch RM11 1AX

☎ 01708 454040

Add+Up is a registered charity for Havering and the surrounding areas, who provide support to families living with and professionals working with ADHD.

[Positive Parents](#)

☎ 01708 524627

An independent group for parents and carers of children and young people aged 0-25 with special educational needs and disabilities living in the London Borough of Havering.

[Dyslexia Action](#)

Dyslexia Action is an organisation which supports teachers and educators in helping those with dyslexia and other specific learning difficulties reach their potential.

This document should be read in conjunction with the school's Accessibility Policy and the SEND and Inclusion Policy (available from the School and on the website).