

The Bridge SEND Information Report:

Ethos:

The Bridge exists to empower young people with the knowledge and personal characteristics needed to live successful and fulfilling lives. This ethos is adhered to for all our students with Special Educational Needs, creating a fully inclusive school.

Our aim is that every young person we work with develops a sense of hope so that they can effectively face the future. Whatever challenges and difficulties they have faced in the past and whatever their feelings about the things that have happened to them, we help them to develop a sense of self-worth and purpose. Every pupil is given tools to help them cope with their feelings and emotions. They develop an awareness that however difficult the challenges are, they are not permanent, personal or all pervasive, and can be overcome. Our academic curriculum is supported by a range of enrichment subjects and activities which assist them. In this way, The Bridge ensures that every pupil has the emotional, social, academic and spiritual strength and awareness to face a bright future.

We work closely with external agencies within the area and with previous settings schools for our young people, as we know that transition to a new school can be a very daunting and worrying time for them.

Our classes are small, due to the needs of all children and in addition to the general provision of in-class support, we offer personalised Learning Support

Students may find that they benefit more from extra individual support for:

- Literacy, spelling and reading
- Numeracy and maths skills
- Speech and Language development
- Specific literacy difficulties
- Memory work
- Social and communication skills
- Handwriting
- Mentoring
- Behaviour support
- Emotional and Mental Wellbeing support

We take a whole school inclusive approach to students with special educational needs, recognising 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 is provided in our SEND and Inclusion 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?

The school uses baseline assessments and tracks the progress of students.

Parents 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?

There are many 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 relevant Progress Manager for each year in the first instance by either telephone or via e-mail.

Maria Jackson	Headteacher	info@bridge-life.co.uk
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For Specific concerns regarding Students with a Special Educational Need (SEND) and students who have English as an Additional Language (EAL) can be directed to the following staff:

Klara Stravs	SENCO	info@bridge-life.co.uk
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To raise general concerns, you have with your young person at home/in school with regard to her safeguarding and wellbeing please contact our Wellbeing Team (Welfare Inclusion Safeguarding and Emotional Wellbeing).

Alicia Phillip-Mathurin	Deputy Safeguarding Lead	info@bridge-life.co.uk
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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 several 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, letters 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
- 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 interventions

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 personalised 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. SEND Individual Education Plans are updated regularly with parents and staff provided copies.
- Individual Education Plans are updated with relevant information provided by the student to give the student a voice and accessible for teaching staff so they know exactly what the student feels they should be aware of when teaching them and how best to support their individual needs in the classroom.

SUPPORT AND TRAINING FOR STAFF

Have any staff received specialist training in SEND?

- The staff members are provided with specific CPDs linked to the needs of our students. Trainings include needs such as ADHD, Autism, Tourette's syndrome, ODD, Pathological Demand Avoidance training, Social Stories, depending on the current needs.

SUPPORT AND TRAINING FOR PARENTS/CARERS

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

The school provides parents and carers with the Building Bridges parent support group.

ACCESSIBILITY

How is the school accessible to children with SEND?

The Bridge is a school for students with social, emotional and mental health needs. Whilst the school cooperates with CAMHS the students are taught in small groups. Teachers are well trained in responding to the needs of severely anxious students and provide a nurturing environment. All the students are considered to be SEN students and strategies that work for children with autism tend to work for all students.

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 majority of students have problems with cognition and learning as well as with communication due to autism. The school considers the optimal scheduling for the students, gradually increasing the number of

lessons per day to a manageable number of subjects delivering high quality teaching. Teachers organise school trips that are important for bonding and enriching the curriculum. Students have a sense of belonging and they successfully form friendships.

STARTING OR CHANGING SCHOOLS

How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

Students attend lessons on a reduced timetable which is regularly reviewed and gradually increased to a full timetable. Students cover the gaps in education and once ready to be reintegrated into mainstream school they do a gradual transition. Students in year 11 complete their exams and enrol into colleges. They are supported by career advisor and depending on the needs of a student also by other professionals.

CONCERNS/COMPLAINTS


Please refer to the school's Complaints Policy which is published on our website for more information.

Within school, the procedure has three stages, which must begin with the informal stage. Parents/carers are encouraged to discuss any problems or grievances with the school. Any problems should be referred to the SENDCO in the first instance.

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://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0>
- 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

For 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.

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).