

SEND Information Report

2024/25



The Bridge London
The Bridge School

Pride
Passion
Partnership
Professionalism
Positivity

Introduction

Academy schools must publish a SEND information report. It should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014, and [What academies and further education colleges must or should publish online](#).

The kinds of special education needs and/or disabilities (SEND) that are provided for

The Bridge School provides for children and young people with severe learning difficulties and/or autism, all of whom have an Education, Health and Care Plan (EHCP). The curriculum is designed to develop pupils' independence, communication, and readiness for the future. We deliver a pupil-focused, well-sequenced curriculum that is ambitious and broad. Our aim is to 'bridge the gap' between school and the next stage for our pupils, by removing barriers to learning and helping pupils to build valuable knowledge and skills. More information about our curriculum is available on the [school website](#).

Arrangements for consulting parents and carers of children with SEND and involving them in their child's education

We seek to create strong partnerships with parents and carers and view the sharing of their child's targets and reporting on their progress as important to this. We are a child and family centred school, so parents, carers and pupils can expect coproduction and good communication.

When we assess special educational needs, we will discuss with parents and carers whether their child's understanding and behaviour are similar at school and home. When in the child's best interest, we consider with parents and carers how we may support the child consistently across settings. For example, by using the same communication system. Our staff are available at mutually convenient times to discuss any concerns parents and carers may have about their child, or to share information that may be helpful.

Arrangements for consulting children and young people with SEND and involving them in their education

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for The Bridge School.

Involvement will be tailored to each child and takes into account their social and emotional development, cognitive abilities and preferred methods of communication. Arrangements for meaningful consultation and involvement include:

- Providing pupils with relevant information in accessible formats
- Using clear, simple language, images, sign, gesture, proximity, and/or objects of reference
- Providing pupils with meaningful choices across the school day
- Dedicating time in discussions and meetings to hear pupils' views
- Enabling access to an adult who can help them express their views when necessary (this could be a family member or a professional)
- Ensuring staff are skilled in working with pupils, parents and carers

To support decision making and to understand how children experience school, we listen and respond to their views.

Arrangements for assessing and reviewing children and young people's progress towards outcomes

Teachers and their teams gather feedback on how well pupils' have progressed lesson-to-lesson. This enables them to address any misunderstandings and provide the right level of challenge in future lessons.

We share information with parents and carers through phone calls, e-mails and an online system called See Saw. Three times a year we collect summative information, using assessments matched to our curriculum and pupils' personal targets. Progress is discussed at parents' evenings and at EHCP review meetings. At these meetings our assessment, the views of pupils, their parents and carers, and other professionals is used to help inform new targets.

Our school leaders analyse the progress of every child each term, and this is discussed with class teachers. Each teacher plans targeted interventions for all children whose progress is below our high expectations.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood

We ensure a structured induction to children and their families once they are referred to us. Class teachers will contact families and, if appropriate, the child's current school. When the time comes for a child to move on, we will liaise with the receiving school and follow their transition process. Social stories and additional visits are used when this helps the child or young person. Staff agree with parents and carers the information to be shared as part of this planning process. Examples include:

- A transition meeting with the parents or carers and professionals working with the child to share information
- Observations of the child in their current setting by a professional from the new school/college
- A formal review of the EHCP to facilitate the effective transition of a child or young person
- Transition resources are used with the child and shared with the family
- Swift transfer of files

Sixth form students make choices about where they are going to next. Leaders help prepare students for the change. We offer meaningful work experience opportunities, including with MacDonal's Restaurant and the London Borough of Islington.

The approach to teaching children and young people with SEND

Teachers are supported by Special Needs Professionals (SNPs) and Lead SNPs. Teachers and leaders have agreed the key features of strong teaching at The Bridge School. These features are consistently applied in each lesson in every class.

- Builds well on what pupils have learned before
- Adapted to pupils' different needs and starting points
- Clear teaching, clear learning aims
- Uses assessment and feedback well
- Pupils remember long term what they have learned

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

Detailed progress maps set out the knowledge and skills that pupils in all 3 pathways will gain. Each pupil also works on achieving personalised targets related to their EHCP. School staff are supported by speech and language therapists, physiotherapists, psychologists, occupational therapists, the Child and Adolescent Mental Health Service (CAMHS), Social Care and our school nurse where appropriate.

Pupils with special educational needs or disabilities are likely to require additional or adapted support. For example, to manage their sensory needs, break learning down into manageable steps, or avoid distractions. We work closely with families and pupils to understand barriers and identify effective strategies to enable strong learning. Adaptive teaching is vital to respond to the strengths and needs of all pupils.

The physical environment may also be adapted to support learning. Examples include:

- Visually delineations including a social area, group working area, and individual work stations for those who need them, so that children can easily see which parts of the room are for which particular function (where appropriate)
- Work stations for those who need them for individual work with limited distractions

- Visual timetables so that children have visual support to understand what is next, when it starts and when it finishes

Our aim is to support children to find ways to manage their emotions and sensory needs and ensure that they are happy and learn well.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

All of our teachers have undertaken specialist, relevant and further evidence based professional development. Our SNPs and Leads also have a range of expertise. Ongoing continuing professional development is key to ensuring all staff build on their knowledge and skills. All staff receive core training in safeguarding, Norfolk Steps and Positive Behaviour Support. In addition, staff receive a program of training which includes but is not limited to:

- Structured teaching and the use of visual supports
- Zones of regulation
- Total communication
- Social stories and comic strip conversations
- Attention autism
- Sensory processing strategies to support and develop self-regulation
- Strategies for supporting behaviours that challenge
- Our phonics scheme, Song of Sounds

Training for the staff team is ongoing to reflect current research-based practices, pupils' needs and training needs identified by leaders' monitoring. As part of their continuing professional development, staff have access to all the training courses run by the Trust's training and development team.

In addition, we also work with a range of therapeutic, medical and social care professionals. This supports staff to be highly effective at helping pupils' learn and develop. Our therapists provide training to enable staff to support pupils' communication. This helps staff create an environment incorporating the use of specific language paired with visual supports to help children to understand what is happening, access the curriculum, maximise engagement and increase levels of independence.

Our Senior Leadership Team analyse pupils' progress termly to ensure every child is making the best possible progress.

Evaluating the effectiveness of the provision made for children and young people with SEN

The quality of teaching is key in ensuring all children make progress. We regularly review the quality of teaching in the school and ensure that teachers can identify how individual children learn best and what support they need.

We test the effectiveness of our provision by checking pupils' progress to see if the agreed goals and outcomes are being met. Where professionals from health or social services are involved with the child, we will ask for their input to inform and review progress, to make sure that all those supporting the family are working together effectively.

The Headteacher, Deputy Headteacher and Assistant Headteachers report regularly to Governors on the quality of provision and the progress made by pupils.

We use both an annual School Evaluation Form and a School Improvement Plan to strengthen our provision.

Support for improving emotional and social development.

Our curriculum is designed to drive pupils' emotional and social development. We are a Positive Behaviour Support (PBS) School and everything we do is underpinned by the core values of this approach.

A number of resources and approaches are used to support the emotional and social development of our children. For example:

- Personal, social and health education.
- Zones of regulation to support self-regulation
- Reflections and restorative conversations to support processing and the resolution of events
- Rewards and praise to reinforce positive behaviours and self-esteem
- Opportunities for time to talk and reflect on any concerns/worries that children may have

In addition to the above, the Trust's anti bullying policy is available on the website.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

There are a number of ways in which we ensure all services are involved in supporting children with SEN and their families:

- Meetings including; child in need (CIN) and child protection (CP)
- Parents' meetings (and general communication with parents and carers via Seesaw, email, and phone calls)
- Annual reviews of the EHCP
- Parent and carer group meetings

Arrangements for handling complaints from parents and carers of children with SEND about the provision made at the school and named contacts within the school for when young people or parents and carers have concerns

We are committed to providing excellent services to all our children and young people and their parents and carers and we believe the best way to do this is to listen to their views. We encourage parents and carers to contact us about their concerns and not to wait for the next formal opportunity to meet. If you have something to tell us, please tell us promptly by contacting the following people in this order:

- The class teacher
- The Assistant or Deputy Headteacher
- The Headteacher – using the main school number

In addition to the above, we also have a Trust Complaints Policy on our website. [Policies - The Bridge Trust](#)

Arrangements for the admission of disabled pupils

Pupils must have an EHCP with identified autism and/or severe learning difficulties (SLD) in order to qualify for placement at the school. The Headteacher is sent admissions consultation documents for each pupil by Islington or other local authorities. The parents and carers and pupil are invited for a visit, including a meeting with a member of the leadership team. All visits take place during the school day, allowing a full experience of the school's learning environment. Placement offers are dependent on availability of places and whether the pupil's needs can be met by the school. All decisions take into consideration both the needs of the referred pupil but the needs of all other pupils at the school. If parties are in agreement that the pupil's need can be met, arrangements are made by the school and the local authority for an agreed admissions process and starting date. Admissions take place throughout the year, ideally at the start of term. Applications for in-year admissions are made in the same way as those made during the normal admissions round. Further information is provided within our Admissions Policy and Procedure, or by contacting the school.

Arrangements the school have taken to prevent disabled pupils being treated less favourably than other pupils

Our values, vision, mission, and culture are based on a fundamental belief in equality of opportunity. No pupil should be disadvantaged or treated less favourable because they possess one or more protected characteristic (For instance, disability). At The Bridge we see each pupil as an individual and support is matched to their individual's needs. If a pupil

is deemed to require additional support this will be provided. Everything we do in school looks to promote the wellbeing of all pupils. Both of The Bridge School buildings are fully accessible. We also look to enable the environment to be supportive of pupils' communication and sensory needs.

Facilities provided to help disabled pupils access the school

Our accessibility plan helps improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education. We ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities and school visits. We also make adjustments to the delivery of information to pupils, staff, parents and visitors with disabilities. Some practical examples of work in this area include collaboration with occupational therapists, other therapists and professionals to adapt work stations, chairs and toilet facilities.

Support services for parents and carers of children with SEND and our local offer

As part of the Children and Families Act 2014, local authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEND in the local area. The London Borough of Islington's Local Offer is available on their website and tells parents and carers how they can access services in their area and what to expect from these services. [Find Your Islington | SEND Local Offer](#)

Links with other policies and documents

This policy links to our Accessibility Plan, Behaviour Policy and Equality Information and Objectives

Who to contact

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