

SEND Report

2024-2025



The Bridge Trust

The Bridge Easton School

Pride
Passion
Partnership
Professionalism
Positivity

The SEND Information Report is a requirement under the Children's and Families Act 2014 and will be updated annually by the school to reflect any changes that have taken place or are planned to take place. It is intended as a response to specific questions identified within the Act and should be read in conjunction with the school's website. If you have any further questions or would like to seek clarification with regard to the content of this document, then please do not hesitate to contact the school.

Our school

The kinds of SEND that are provided for:

The Bridge Easton School is a SEND Free School for children with Complex Needs. We currently provide for children aged 4 – 15 years. Our aim is for our children to be successful in their lives and so we have planned a curriculum to support them to do this. Our key driver has been firmly rooted in the needs of our school cohort of Children and Young People (CYP).

At The Bridge Easton, we deliver an aspirational, child-centred curriculum which is well sequenced, purposeful and accessible. This supports pupils in developing the skills needed to be independent. This is achieved by focusing on our core values of responsibility, respect and resilience.

Our aim is to facilitate pupils in their educational and personal journey by tailoring the national curriculum to meet our specific needs. This is achieved by removing barriers to learning and helping our young people build valuable knowledge, life skills and an awareness of the world around us. Ultimately, meeting individual needs through enjoyment and engagement, which enables all children to achieve. We are in the process of re-designing our curriculum and over this academic year, more information about our curriculum will be available on the school website.

We aim for all children to feel included and accepted to achieve their full potential. We want our children to be safe, resilient, and independent learners.

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

We seek to create good-working partnerships with parents and carers, with the aim to work collaboratively together to share their child's targets, progress and strategies throughout the year. We are a child and family centred school, so parents, carers and pupils can expect close working relationships and good communication via BOOP and online/in-person meetings.

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. Our BOOP system is an excellent way to communicate, view life progress data towards both academic subjects, life skills and EHCP targets. Further to this, we offer parent consultation evenings and annual review meetings. In addition, our Family Support Officers organise half termly Parent/Carer Coffee Meet Ups at the school to enable parents to meet each other, share experiences and at times, be led by an external visitor to cover areas which our families would like advice about.

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 Easton School although we are aware that the approach will need to be personalised to each child taking 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
- Offering pupils the opportunity to be part of the Student Council to gather views and opinions and to support when interviewing people for jobs in our school.

We ensure our children are included and represented in the groups and activities that we have set up to listen to the views of children and involve them in decision-making. These groups and activities include The School Council and the child view questionnaire. Child view questionnaires are offered in several formats to support a child's needs.

Arrangements for assessing and reviewing pupils' progress towards outcomes:

We use an online system, called BOOP, to track attainment and progress against academic targets, life skills and EHCP targets. This information is used by teachers and the Senior Leadership Team to ensure that we are targeting the correct children for additional support and intervention. This information is also used to target pastoral support and to ensure academic progress dependent on what Pathway a child is in.

As a minimum, parents and carers are invited to EHCP review meetings, where we discuss progress and set learning plans outlining small step progress targets. These are set in consultation with parents and carers and other professionals involved in the care and education of the child. Parents are also invited to a Parent's Evening to discuss academic and personal progress and to review their in-class work.

The EHCP will be updated so that all parties have an up to date document with which to work.

Teachers use formative assessment every day to inform their planning, ensuring that lessons are differentiated to better meet the needs of individual children and half termly assessments on BOOP which is live data to parents. This data is used by the Senior Leadership Team (SLT) to monitor whole school, class and individual progress. Results are discussed with class teachers and each teacher plans targeted interventions for all children whose progress is causing concern. As appropriate, they will liaise with the Senior Leadership Team about the appropriateness of interventions for children whose needs fall outside normal classroom differentiation.

We externally and internally moderate work.

Opportunities available to work with parents, carers and young people as part of this assessment and review:

The aim of the assessment procedure at The Bridge Easton School is to facilitate consistency in the monitoring and evaluation of progress. Our assessments aim to identify and reflect upon areas of strength and needs, inform teaching and planning and enable the tailoring of support. Together our procedure and assessment methods have been developed to ensure meaningful, successful outcomes for all children in our provision. Please see below methods used:

- Baseline assessments across all year groups including EYFS
- Marking of a child's work for child attainment and development (where appropriate)
- Continuous review of Assessment Criteria
- Short end of topic or unit assessments (where appropriate)
- Reading, spelling and Maths assessments (where appropriate)
- Annual report to parents and carers
- Annual Review of EHCP targets
- National Curriculum teacher assessments at the end of KS1 (where appropriate)
- National Curriculum tests at the end of KS2 (where appropriate)
- Child self-assessment opportunities

We also contact parents and carers by phone or BOOP where we have specific feedback or need to discuss specific achievements, concerns or observations.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood:

We offer a structured induction to a child and family once they are referred to us. The class teachers will contact families and, if appropriate, the child's current school to arrange this. When the time comes for a child to move on, we will liaise with the receiving school and follow their transition process. We will enhance this with social stories and extra visits if necessary. Staff agree with parents, carers and children the information to be shared as part of this planning process. Examples of this include:

- A transition meeting with the parents, carers and all the professionals working with the child to share information
- A welcome meeting for new parents/carers to visit the school out of working hours to have a tour, meet the teacher and have an opportunity to ask questions.
- Observations of the child in their current setting by a professional from the new school setting
- A formal review of the EHCP can be called early to facilitate the effective transition of a child
- Transition resources are used with the child and shared with the family
- Swift transfer of files
- As part of the first or second transition day, an opportunity to meet with the class teacher to discuss any concerns or share further relevant information.

The Approach to Teaching Pupils With SEND

How adaptations are made to the curriculum and the learning environment of pupils with SEND

At The Bridge Easton School, our curriculum is underpinned by 3 key aspects – pathways, curriculum areas and themes, all of which are designed around the key areas relating to EHCPs. These are:

- My Independence - Preparing for Adult Life
- My Communication - Communication and Interaction
- My Body and Movement - Sensory and Physical
- My Relationships and Feelings - Social, Emotional and Mental Health
- My Knowledge - Cognition and Learning.

Each curriculum area links directly with the main areas of an EHCP. These enable a bespoke curriculum to be delivered which meets the individual needs of the children to support learning and development.

Our three main pathways (BOP) and our EYFS provision allow for tailored, bespoke packages to be implemented which are progressive in approach. Each pathway has a clear aspirational outcome for when the pupils leave the school.

For children in reception, our EYFS delivers the statutory framework with a focus on the prime areas of Personal, Social and Emotional Development (PSED), Communication and Language, Physical Development and Independence. During the EYFS years, pupils are assessed in order to place them on to one of the three pathways from Year 2 onwards – Blue, Orange or Purple. The Sage pathway is only applicable for secondary age students.

Our Blue Pathway is topic based with an individualised and bespoke learning package which focuses on children's interests and basic needs. This enables them to develop their understanding of the world around them. Pupils are taught using the Engagement Model, Intensive Interaction, Attention Autism and multi-sensory approaches. The curriculum is tailored towards pupils whose primary

need is around communication and developing the foundations of basic life skills, encompassing safety, elements of independence and social interaction.

Our Orange Pathway is also topic based and has a child-centred approach to learning linking elements of the National Curriculum. Pupils are taught using explorative, play-based methods with a strong emphasis on supporting pupils' communication, physical and independence needs. The Orange Pathway is tailored towards pupils whose primary need is still communication but at a more advanced stage. They may require some approaches from the Blue Pathway with a stronger emphasis on independence whilst continuing to strengthen social interaction and their understanding of the world around them.

Our Purple Pathway is linked more closely to the National Curriculum using a topic-based approach. This broadens pupils' understanding of knowledge by developing some formal learning skills, such as enquiry and problem solving. Children on the Purple Pathway are more developed in communication skills, therefore this curriculum focuses on listening, speaking, observing and empathising with each other. Similarly, to the Orange Pathway, pupils may still require some approaches from other pathways to continue to develop communication, independence and social interaction.

Within our secondary cohort, we have several children academically higher than the purple pathway. Due to this, we have designed a discrete, fourth pathway (Sage) to support the progression of these learners as our Purple Pathway would limit their educational experience and journey. Our sage pathway follows the National Curriculum at a level appropriate to the pupil. This pathway is topic-based with an emphasis on knowledge. Pupils who follow the Sage Pathway have clear communication skills and an ability to access more standardised learning. Pupils on the Sage Pathway are the most independent learners in the school and would participate in learning through whole class teaching and small group work. The Sage Pathway may still require elements of other pathways to meet specific needs around independence, social interaction and regulation.

The following frameworks allow for the successful and bespoke curriculum to be delivered:

- Talk for Writing from Stage 1 – Stage 4
- Attention Autism
- Engagement Model
- Talk and Toast
- Songs of Sounds Phonic Scheme
- Sensory Stories
- Continuous Provision
- Zones of Regulation
- Total Communication
- Titan
- Personalised Interventions – OT/SaLT

The following curriculum enhancements allow for the successful and bespoke curriculum to be implemented:

- Routines and expectations
- Trips into the community
- Swimming
- Gymnastics
- Sensory Room/Soft Play
- Adult support
- Coming together as a whole school
- Rebound Therapy
- First and Then strategies
- Careers
- Sensory Circuits
- PBS
- Community visitors
- National curriculum links
- Play skills
- Body Time
- School Council
- PE Forum

All planning, both, medium term and short term is highly differentiated within each class.

Each class has a full-time equivalent teacher, a Lead Special Needs Professional (HLTA) and at least 2 Special Needs Professionals (TA). School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists, a school nurse and specialist teacher advisors where and when appropriate.

Additional support for learning that is available for pupils with SEND:

The Bridge Easton School places the child at the centre of all teaching and uses a range of specialised strategies that are proven to be effective for learners with complex needs, including cognition and learning difficulties.

We offer many opportunities for 'learning outside the classroom' and details of these will be communicated as appropriate.

Enrichment opportunities are built into our timetable to support a child to develop a broad range of skills, both pastoral and academic. Those with additional SEND are included, and are offered one-to-one support where needed to support access. Activities include gardening, gymnastics, sporting fixtures and music lessons.

We have a robust safeguarding policy and protocol in place. A child's health and well-being is paramount. The Family Support Officers (FSO) are available to support children as well as parents and carers during times when life becomes confusing and troubling. They aim to understand how difficulties may affect the way children learn and behave in school and home. They work in various ways including supporting children in small group settings as well as on a one-to-one basis. All support is tailored to individual needs. By working in this way, the FSO is able to build trust and communication between school and home. This work has a positive effect upon overall well-being and ability to access learning opportunities.

Personal/intimate care is conducted discreetly and with dignity and fostering independence whenever possible. We work closely with medical practitioners regarding a child that has a health need (Health Care Plans). We also work closely with LD CAMHS and our Educational Psychologist.

Structured Teaching:

Each class is organised to enable structured teaching, that is:

- Visually delineated with an obvious 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 (where appropriate)
- Visual timetables so that children have visual support to understand what is next, when it starts and when it finishes
- Trauma and Mental Health Informed Practice

Our aim is to support children to make sense of their educational experience, find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen for them.

Planning and Delivery:

Planning and delivery of teaching and learning is carried out by teaching staff supported by our Special Needs Professionals. Teachers are responsible for creating planning documents for the children in their class, which will facilitate the child making progress. Plans will often include the following:

- Groupings, organisation and use of support staff (high staffing ratio)
- Differentiation & personalisation - informed by the EHCP
- Clear and appropriate learning intentions and outcomes
- Activity and resources required
- Evaluation of learning outcomes for children
- Next steps to encourage the next area/development of learning (where appropriate)

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured:

All of our teachers have undertaken specialist, relevant and further evidence based professional development.

Our Special Needs Professionals also have a range of expertise. Ongoing continuing professional development is key to ensuring staff of all categories remain updated and all our staff are skilled.

All new staff to the school receive core Trust training in Safeguarding, Norfolk Steps training and Positive Behaviour Support. In addition, staff receive an induction programme offered by the Senior Leadership Team which provides training in the following areas:

- 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
- Differentiating the curriculum

Training for The Bridge Easton School staff is ongoing to reflect current research-based practices. As part of their continuing professional development, staff have access to all the training courses run by the Trust's teaching school, as well as opportunities to attend courses run externally. We also offer weekly professional development sessions to allow staff to keep up to date with relevant information.

In addition to our teaching staff, we also work with:

- Speech and Language Therapist (SaLT)
- Occupational Therapist (OT)
- Educational Psychologist
- Virtual School Send & Sensory support, Inclusion Team,
- Clinical Psychologist
- Starfish Learning Disabilities Team
- School Medical Liaison with Epilepsy Nurse, Incontinence clinic, Vaccination team
- Social care services – multidisciplinary professionals from different services eg. Early Help, Short breaks, LAC team, CWD, CADs

The above, supports the Bridge Easton staff to embed relevant information into the curriculum by differentiation and the use of specific, discrete approaches to access learning.

Our therapists provide training/support to staff to enable them to support children with communication needs and in the development of a 'Total Communication' 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 performance data termly to ensure every child is making the best possible progress.

How equipment and facilities to support children and young people with SEN will be secured:

We have intervention rooms that are available for specialist groups such as academic support, sensory support and social and emotional help and support.

Staff delivering interventions make bespoke individual resources for children with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.

We have a wide range of ICT equipment available to help motivate children and access learning. These include iPads and laptops.

We use workstations and equipment such as countdown timers for children who need it.

We seek advice and equipment from outside agencies as and when the need arises, such as specialist seating, or handrails and steps in toilets if required.

We use a range of software to help children engage with areas they find difficult, to practice basic skills and work towards becoming independent learners e.g., Dyslexia Gold and Proloquo2Go.

The school is accessible to wheelchair users, although sometimes differing routes may be needed to access some areas.

How the effectiveness of the provision made for pupils with SEND is evaluated:

The quality of teaching is the most important factor 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 implement Teacher Meetings to enable teachers to share ideas and exemplary examples of tools, worksheets and approaches to ensure the best practice is always reviewed and embedded.

We test the effectiveness of our provision by checking child progress and to see if the agreed goals and outcomes for a child 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 and Assistant Headteachers report regularly to Governors on the quality of provision and the progress towards outcomes being made by children.

We have both a School Evaluation Form and School Improvement Plan which also supports the evaluation and improvement of our provision.

Support for improving emotional and social development including extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying

Our Core Curriculum offer addresses children's 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:

- Curriculum in social understanding
- Zones of Regulation to support self-regulation
- Reflections and restorative conversations to support processing and the resolution of events
- Play Therapy to help express emotions, build relationships, and develop skills
- Lego Club to support the development of a wide range of social skills within a group setting.
- 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, we also have a Trust Anti bullying policy available on the website.

How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND 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), Child protection (CP), Early Help Assessment Plan (EHAP)
- Parents' meetings (and general communication with parents and carers via Seesaw)
- Annual reviews
- 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 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, whether good or bad, please tell us promptly by contacting the following people in this order:

- The Class Teacher
- The Assistant Headteacher
- The Headteacher – using the main school number
- The Chair of Governors (a letter can be submitted through school office)

In addition to the above, we also have a Trust Complaints Policy on our website.

Contact details of support services for parents and carers of students 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 Special Educational Needs and Disabilities (SEND) in the local area.

Norfolk's Local Offer is available on the Norfolk County Council Website and tells parents/carers how they can access services in their area and what to expect from these services:

[SEND Local Offer - Norfolk County Council](#)