The Bridge Trust
Keystone

SEND Information Report



Pride
Passion
Partnership
Professionalism
Positivity

1. Our context

Keystone is a specialist provision for pupils with Education, Health and Care Plans. The cohort is predominantly autistic and pupils may also experience social, emotional and mental health needs, communication differences, sensory regulation needs, literacy gaps, interrupted education and emotionally based school avoidance. Provision is personalised around each pupil's strengths, needs, aspirations and preparation for adulthood.

2. How needs are identified and reviewed

We use EHCP information, transition records, baseline and ongoing assessment, observation, pupil and parent/carer voice, therapeutic assessment and multi-agency information. This informs teaching, interventions, communication support, reasonable adjustments and transition planning. Progress is reviewed through school assessment systems, intervention reviews and the annual review process.

3. Teaching and curriculum access

Pupils access an ambitious, adapted curriculum with pathways that can include Entry Level, Functional Skills and GCSE qualifications. Teaching is supported by clear routines, explicit instruction, visual and communication supports, scaffolding, regulation strategies, targeted intervention and carefully planned transitions. Preparation for Adulthood is taught as a standalone subject and independence is also developed across the wider curriculum.

4. Communication, regulation and therapeutic support

The school uses autism-informed and relational practice, Positive Behaviour Support, communication-friendly approaches, Zones of Regulation and individual strategies. Where identified through assessment and planning, pupils may access targeted support from therapy, counselling, intervention or pastoral staff.

5. Attendance, EBSA and reintegration

For pupils experiencing anxiety, persistent absence or EBSA, the school uses personalised reintegration plans, family engagement, attendance casework, home visits where appropriate, flexible transition arrangements and multi-agency working. Any reduced or part-time timetable is documented, reviewed and used only when appropriate to the individual pupil.

6. Working with pupils and families

Pupil and parent/carer voice informs planning, annual reviews, transition work and reasonable adjustments. Families are encouraged to contact the school when needs change or provision is not working as intended. Concerns are addressed at the earliest appropriate stage.

7. Preparation for adulthood and transition

Transition planning covers education, employment and training pathways, independence, community access, communication, relationships and healthy living. Careers education, provider encounters and the school's standalone PFA curriculum support pupils to make informed choices and prepare for their next destination.

8. Accessibility

The school's Accessibility Plan covers the three statutory areas: increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment so disabled pupils can access education,

facilities and services; and improving the delivery of information to disabled pupils where that information is readily accessible to pupils who are not disabled. The plan is reviewed alongside the school's wider equality and SEND duties.

9. Admissions and transition into school

Admissions are linked to the statutory EHCP consultation and placement process. The school considers whether it can meet the needs described in the EHCP and works with the responsible local authority, family and current setting to plan a safe and successful transition.

10. Staff expertise and development

Staff development is matched to cohort need and includes autism-informed practice, communication, safeguarding, attendance and EBSA, regulation, Positive Behaviour Support, adaptive teaching and other identified priorities.

11. Complaints and concerns

Parents and carers should raise concerns with the school in the first instance. Formal complaints are managed through The Bridge Trust complaints procedure. Matters relating to the content or statutory processes of an EHCP may also need to be raised with the responsible local authority.

12. Further information

Further information about SEND provision, curriculum, accessibility and transition can be requested through the school office. Families can also be signposted to Islington's Local Offer and relevant independent advice services.

School	Review cycle	Next review
Keystone	At least annually and when significant changes occur	September 2027