

Bridge School Malvern



SEND Report for Academic Year 2021-2022

Table of Contents

1. Mission Statement and Values	1
2. Pupils with Educational Health Care Plans	2
3. Class Sizes	2
4. Involving Pupils in their Education	2
5. Parental Involvement	3
6. Supporting Pupils	4
7. Assessing and Reviewing Pupil Progress	4
8. Careers Advice and Guidance	4
9. Pastoral Support	4
10. Training and Expertise of Staff	5
11. Complaints	5
12. Evaluation of Provision	6
13. Pupil Progress	6
14. Interventions	6
15. SEND Local Offer	6
16. Policy Links	6

An SEN Information Report is written to take into account the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014. The Report will be updated annually or more often to respond to any key changes in the year to reflect the school's provision.

Mission statement and Values

The Bridge School exists for the benefit of children and young people who need an alternative approach to learning, or who need help preparing for transitional life stages such as secondary school to employment or further education or training.

Our aim is to meet young people's learning and emotional needs, and to support them in improving their employment and life chances. The development of positive attitudes to learning and aspirational life goals central to the support we provide.

Admissions

The Bridge School Malvern accepts children from Year 7. The Bridge is located on two sites based in Worcestershire, one near Hanley Swan and one in Barnard's Green, Malvern. The site at Barnard's Green accepts children from year 12 only.

Applicants must meet at least one of the following criteria:

1. Have an Education Health Care Plan (EHCP) with the Bridge as the named school.
2. Have funding agreed by the local authority (LA) SEND Department.
3. Have private funding, or alternative funding via the children in care system.

All applicants must have travel arrangements and funding in place.

Places are offered on the basis of the ability of the school to meet need, and availability, and as such the school does not maintain a waiting list.

Catchment Area

There is no formal catchment area, however parents and carers will want to carefully consider how children will travel in, how the journey will be funded, and how their child will cope with the journey.

How to Apply

Parents who wish to name the Bridge as their preferred school on their child's EHCP are welcome to visit. Parents can do this at any time of year. We accept in-year admissions, provided a place is available in the relevant year group. Parents should liaise with the LA SEND caseworker to enquire if funding is available. Social workers and children's workers who wish to refer a child and who have alternative funding arrangements in place can contact the school directly. Likewise, parents who wish to self finance need to contact the school directly.

There is a formal process for LA SEND pupils. A formal consultation is sent to the Bridge. All applications are looked at to ensure needs can be met. A response is sent to the LA which states whether the pupil's needs can be met and whether a place is offered. The Bridge retains the right to refuse admission to applications if they feel they are not able to meet the child's social, emotional, learning or medical needs, or who they feel may not fit socially or emotionally with the existing pupil body. The welfare and needs of existing pupils will always take precedence over those of new applicants.

Equality & Diversity

The Bridge seeks to ensure that, wherever possible, all pupils have equal access to the full range of educational opportunities provided by BSM.

The Bridge strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies and practices.

Physical disability on site

In order not to disadvantage or discriminate pupils, places are offered on the basis of children being able to access the full curriculum.

The wider grounds and vocational activities are not accessible to wheelchair users during inclement weather. Also, growing areas are at ground level and workshop benches are at standing height. Many activities also require a level of manual dexterity to access. These are issues the school may consider addressing as part of future site developments.

Accessing the Sites

Both sites have accessible entrances, this is via the ramp to the main reception or via the doors outside Hawthorn classroom at the Hanley site and at the BBC this is via the large doors beside the manufacturing workshop.

The Hanley site has wheelchair access to the disabled toilet by reception.

Curriculum Access

Both sites use Individual Education Plans to develop bespoke learning journeys that tailor to the individual needs of each pupil, these documents are updated in live time and are accessible to be viewed by all staff so that information is shared and approaches are consistent.

Staff have the resources at their disposal to be able to provide learning via varying mediums to suit the needs of each individual; this includes using printed or written content, the use of digital content, providing access to adaptive technology, providing overlays/coloured paper, having adjustable settings on the pupil chromebooks to allow them to set their own font/screen needs, offering touch screen technology as well as keyboard/trackpad/mouse for computer use, providing access to screen reading software, reading and scribing where required.

Bridge School Malvern also invests in training for staff, ensuring that staff learning needs and specialisms are identified and training implemented as well as regular refresher training opportunities provided to all staff so that our provision continues to offer up to date, relevant and applicable learning, support and opportunities to all pupils.

Pupils with Educational Health Care Plans

All pupils who attend the school have an EHCP and as such will have diagnosed SEN, such as ASC, MLD, SEMH, SPD, FASD, global delay and other complex needs. Pupils are offered a place at the school through the formal consultation process by the local authority who ensure we can meet their needs as stated in their Educational Health Care Plan (EHCP). Many pupils come to us having struggled in mainstream schools and will have social, emotional and/or mental health needs (SEMH). In addition they might have SEN in additional categories of need, including Cognition and Learning needs (C&L), Communication & Interaction needs (C&I) and Sensory & Physical needs (S/P). We ensure the provision we offer addresses all aspects of a child's SEN and we regard all our pupils holistically.

Bridge School Malvern offers a graduated approach to assessing, identifying and providing for pupils special educational needs. A rigorous assessment procedure is in place which includes:

- baseline screening on entry in English and maths
- collection of data from previous schools
- creation of a pupil's individual education plan (IEP)
- termly case study meetings which review and update the IEP

Our curriculum is designed to meet the needs of pupils for whom practical vocational skills and social and personal development are of particular importance. Teaching is delivered to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. Resources are adapted where necessary and recommended aids made available, such as laptops, coloured overlays, visual timetables, larger font, etc.

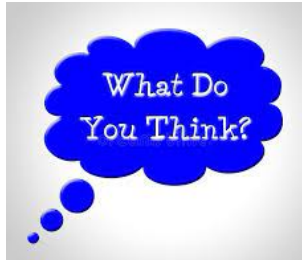
Teachers allow plenty of processing time for pupils, pre-teach key vocabulary, read instructions aloud and scribe as appropriate for those in their classes. In the event a pupil may require any additional specialist assessment to ensure their needs are being met, the SENCo will provide evidence to the LA to support this request.

Class sizes

The majority of teaching sessions are small in groups (4 max). Interventions are delivered either one-to-one or in very small groups. There are opportunities for pupils to come together in larger groups supported by staff. Some pupils find it difficult to access larger group sessions and there are adaptations made for this to enable them to take part remotely in other rooms supported by staff. Larger group sessions, PE or games are mostly based outdoors (weather permitting) and again, staff ratios are appropriate to the needs of the pupils.

Involving Pupils in their Education

All children and young people in our school are treated with dignity and respect. There is full personalisation of the curriculum for each pupil so that they can access and experience success throughout their school life.



The School Council involves pupils to contribute and decide on aspects of school life relating to their needs.

The annual review process of Education Health and Care Plans includes the choices and views of pupils/students. Children and Young People are supported to give their views.

Parental involvement

Parents/carers are fully involved in transition arrangements when a pupil joins. Contact is maintained through regular informal contact to celebrate progress and achievement and to ensure we work in partnership supporting their child.

We believe that clear, open communication between the school and parents/carers has a positive impact on pupils' learning. Because of our regular ongoing conversation with parents, we do not have parent's evenings. Our pastoral team is available by phone and email daily, and teaching staff are available to meet with parents on request.



Each year Parents/carers are invited to an Annual Review of EHCP meeting to discuss their child's progress and ways to forward their learning, both at home and in school. A comprehensive report is provided prior to the meeting and your views and your child's views will be taken and outcomes for the next 12 months agreed.

We hold vocational options meetings for parents and pupils in YR9 to discuss their child's YR10/YR11 vocational routes such as animal care, horticulture, hospitality, construction and art. We also invite parents to meetings to discuss careers and progression in YR11 in preparation for Post 16 options.

Parents receive formal Progress Reports at the end of each term.

Some positive feedback from parents:

"I'm so pleased to know he's starting to interact with some other students. I'm still getting used to the fact he no longer cowers in the corner begging me not to send him to school"

"Your school has had such a positive influence on all of our lives, but obviously especially for xx. He loves school and has learnt so much with you - at home we have noticed a huge difference in his self esteem and his attitude to learning. We feel extremely lucky to have found you."

"Thanks for all that yourselves and all the staff have done and tried to do for xx. I really appreciate that you never gave up on him."

Supporting pupils moving between phases and preparing for adulthood

The School SENCo, Sarah Vaughan, coordinates transitions for new pupils starting in YRs7-9. For Post 16 provision, Vicky Gundersen, coordinates the transition into the business centre. For Post 16 phase transfers, the Careers and Employability Manager, Lucy Hodgkins, will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Assessing and reviewing pupil progress towards outcomes

Every pupil in school will have 12 month short term educational outcomes set for them through the EHCP annual review process. Parents/carers are involved in agreeing these outcomes. Monitoring progress towards these outcomes is carried out half termly and through regular case studies where senior staff view data and agree strategies and provide advice for teaching staff to enable pupils to progress towards the outcomes. Progress is tracked in functional skills (maths and English), vocational areas and in personal and social development.

Careers Advice & Guidance

Careers guidance is an essential part of Bridge School Malvern's curriculum. The Bridge careers programme aims to encourage pupils to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school and ensure pupil's readiness to take their next step in their learning or career. Pupils in YR10 upwards work with our careers coordinator to identify suitable high quality work experience placements. Employability skills are a focus to ensure pupils have a good understanding of what is expected of them in the workplace as well as their rights and responsibilities. We help pupils identify next steps for life beyond school into Post 16 and/or training and employment.

Pastoral Support

We have a dedicated pastoral team who support pupils within the school throughout the school day. These staff are trained to explore and support pupils with their emotional literacy and help them explore strategies to use to enable them to engage fully in their learning. Pastoral staff feedback formally in daily whole school staff meetings.

Training and expertise of staff

The Bridge School is committed to ongoing training of staff. We have a dedicated Teaching & Learning Manager and a Training Coordinator who track all staff training ensuring it is up to date and statutory duties are met. We have an annual staff training programme which focuses on the needs of pupils in our school.

Staff have training in the Thrive Approach and we are an autism friendly and a trauma informed school.

We have a range of qualified teachers and staff qualified in their area of expertise such as animal care, retail, construction and art. Staff continue to gain a range of certificates to mark their commitment to the pupils such as, Mental Health First Aid, Suicide Awareness, Supporting Young People who Self-Harm, Mindfulness.

We bring in qualified trainers for delivery of speech and language interventions and SEN interventions and awareness as necessary.

Complaints

If a parent is concerned about their child's progress they can talk to the SENCO or a senior member of staff. If parents feel their concerns are not being addressed they can contact the SEND Governor, Helen Atree. Contact details in table.

Sue Hornby Headteacher	suehornby@bridgeschoolmalvern.org
Neil Hornby Chief Executive Officer	neilhornby@bridgeschoolmalvern.org
Kath Barclay Deputy Headteacher	kathbarclay@bridgeschoolmalvern.org
Sarah Vaughan SENCO	sarahvaughan@bridgeschoolmalvern.org
Vicky Gundersen Assistant Head of Centre, Business Centre	vickygundersen@bridgeschoolmalvern.org
Helen Attree SEND Governor	helenattree@bridgeschoolmalvern.org

The process for all complaints is made available in the parent handbook which will be updated each year and sent out directly to families. The complaints procedure is also available on the website. [Parental Complaints Policy](#)

How Bridge School Malvern evaluates the effectiveness of its provision

The Governors and Senior Leadership Team carry out continual self-evaluation of:

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

The education sub-committee meets termly to review overall progress.

Progress made by pupils

Pupils in Bridge Stage 2 & 3 work towards a suite of City and Guilds qualifications which prepares them for employment and independent living. City and Guilds are an awarding body that is well respected with employers. Typical qualification outcomes would include Functional Skills Maths; Functional Skills English; an Employability Skills qualification and two vocational qualifications. More information on how we assess pupil's progress can be found in our [Assessment Policy](#).

Interventions

Pupils at the Bridge have a very wide range of social, emotional and learning needs. Progress can be spiky and will not look the same for every child. Many of our pupils require referrals to other agencies and/or specialist interventions to help them make progress. These interventions may include Speech & Language Input, specialised counselling and social skills programmes. Not all interventions mentioned in the EHCP can be delivered at once but rather spread throughout the time the pupil is at school. Interventions are carefully considered and introduced to the pupil at an appropriate time. Sessions are delivered either one to one or in small groups.

The term Psychosocial skills is used generically to define a range of social, communication, emotional regulation, thinking skills and other 'soft skills'. In total, they make up those skills needed for a functioning member of society to enjoy life, have respect for others and their environment, confidently engage in meaningful work and achieve a satisfying adult life. We carry out baseline assessments of psychosocial levels. This provides a basis for informed decision making regarding pupil individual learning programmes and interventions.

SEND Local Offer

Our contribution to the local offer is to provide a highly compassionate and supportive environment for young people who struggle to cope in mainstream education or to engage in typical classroom based environments. We provide very focused support for children's emotional and social development and give a lot of support and guidance for them to transition into a rich and fulfilling adulthood.

For more information on the Local Offer for Worcestershire, Herefordshire and Gloucestershire please visit the websites below:

<https://www.worcestershire.gov.uk/sendlocaloffer>

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

<https://www.herefordshire.gov.uk/localoffer>

We work closely with the LA and other agencies such as Early Help, Occupational Therapy, CAMHS and other professionals to support pupils' needs and support for their families. Our pastoral support team have good local knowledge of organisations, voluntary support groups and online links to help signpost parents and carers.

Related policies

[Accessibility Policy](#)

[Assessment Policy](#)

[Behaviour Policy](#)

[Careers Policy](#)

[Curriculum Policy](#)

[Equality & Diversity Policy](#)

[Parental Complaints Policy](#)

[SEND Policy](#)

If you have any queries or requests for policies or information relating to this report please contact the Headteacher, Sue Hornby. Telephone 01684 311632 or email suehornby@bridgeschoolmalvern.org

Governor SEND Link is Helen Attree
helenattree@bridgeschoolmalvern.org