ANNUAL REVIEW

SEND Information Report 2023-24

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (**Appendix A** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:
1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

General School Details:	
School Name:	The Bridge School
School website address:	https://www.thebridge.halton.sch.uk/
Type of school:	The Bridge school is a Key stage three and four Pupil Referral Unit, serving families and schools across Halton
Description of school:	The Bridge School is a secondary (Key Stage 3 and 4) for students demonstrating social, emotional and mental health needs. Most students are currently residing in Halton. Maximum class size 8. KS3 classes are designed to facilitate integration into 'appropriate' long term provision. KS4 students follow a bespoke curriculum and timetable using Alternative Provision (many vocational courses are delivered at The Bridge School's @37 centre) alongside core subjects delivered at school. The Bridge School @Murdishaw is a provision available specifically for those young people that benefit from an environment that has minimal pressures from social interaction and challenge. @Murdishaw is a small, quiet and calm classroom based in Murdishaw Community Centre.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	82
% of children at the school with SEND:	100% 15.9 % at E (EHC Plan), all other learners at K (school support)
Date of last Ofsted:	12th July 2023
Awards that the school holds:	Healthy Schools
Accessibility information about the school:	The single storey school is fully accessible to all

Please provide a web link to your school's Accessibility Strategy	https://www.thebridge.halton.sch.uk/
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	The Executive Head Teacher has been a Head Teacher in both special schools and pupil referral units. Prior to this, Mr Hunt has worked as a primary school teacher, manager of a primary SEMH designated provision and a local authority SEMH advisory teacher. The Head Teacher has experience of mainstream secondary schools, special schools and pupil referral units, including managing two secondary designated provisions for ASD and CL. Mrs Williamson is a qualified SENDco with experience of mainstream primary, secondary schools, higher education, managing a nurture provision and SEN department in a large mainstream secondary school.

The Head and Deputy are supported by an experienced team of practitioners, including Head of Student Welfare, and Deputy Head Teacher for vocational learning and alternative provision, Teachers, Key Workers, Teaching Assistants and SEMH outreach team. Between them, they bring a wealth of expertise and skills in working with young people with SEMH and SEND who are at risk of permanent exclusion or have already been permanently excluded.

Professional development training completed by some or all staff during the last academic year (2022-23) includes: -

• Code of Conduct, Staff Wellbeing Policy, Staff Handbook, Acceptable Use
• Standards and Culture
• Team Around the Child (TAC)
• Student Attendance
• Quality of Education – Monitoring and Evaluation Cycle
• KS4 Points and Reward
• Adverse Childhood Experiences: ACE's
• Curriculum Intent
• Subject, Provision, Whole School.
• Nurture: An overview of the concept with The Bridge School
• TEAM TEACH
• Invigilator Training – Exams – KS4 staff
• Staff Well Being
• Peer on peer abuse.
• Transitions and 'Group Management'
• Drugs awareness
• Literacy Strategy –Assistant Instructors, Teacher Assistants, Teachers, Instructors.
• Emotion Coaching
• Incident reporting
• Dyslexia
• Phonics across the school |

Documentation available:	Are the following documents available on the schools website?	SEND Policy	✓
		Safeguarding Policy	✓
		Behaviour Policy	✓

		Equality and Diversity	✓
	If yes please insert the link to the documents page.	Pupil Premium Information	✓
		Complaints procedure	✓

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	Students joining The Bridge School are identified as demonstrating social, emotional and mental health needs. Relevant information is gathered from referring and previous schools, and from parents/carers. This information is part of the referral process. Further to the referral process a meeting takes place between parents/carers and school staff to gain their perception of their child's specific needs. We use this information alongside our own baseline assessments to identify students who may require additional support. On entering the school, within the initial weeks of the placement: • Induction will take place. • The views and aspirations of the student and their family will be listened to and documented. • Baseline data in core subjects will be collected. • Numeracy levels, reading and spelling ages are assessed. • Social and emotional development skills and levels are assessed and evaluated. • A Key Worker will be allocated to develop a relationship and understanding with the student, and family, and to be a strong point of feedback, information gathering and communication with parents/carers. • Key workers complete a learner passport for each young person. This includes the young person's view, alongside useful strategies for teachers and both educational and personal development targets. • An ELSA (emotional literacy support assistant) may be allocated to carry out 1:1 bespoke sessions with the young person. All students will be included on the school's special educational needs register. If additional needs are identified, the school will use the graduated approach to deliver intervention work and monitor learner progress. A small number of students will continue to find it difficult to make expected progress at The Bridge School despite our support. We will then ask other professionals from outside agencies to help. For a very small

	number of students an EHCP, and/or a more specialist provision may be deemed necessary to meet their needs.
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.	• Students are taught in small groups (maximum size 8), with each group receiving additional Teacher Assistant support. • The School has a designated SENDco in order to identify any unmet needs and ensure appropriate support is allocated to each student. • Each student is allocated a Keyworker in order to support communication with families, and develop the young person socially and emotionally. • The School has Educational Psychology support. • The school has developed close links with many outside agencies and is supported by Speech and Language Therapists, Health Practitioners, counselling services and 1:1 Teachers. • The school has three qualified ELSAs. • Primary focus is on identification of personal (social and emotional) development needs. Staff training has a strong focus on improving SEN awareness, strategy and skill base.
How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc.	• Focus of the school is to create an environment and curriculum to support individual need, whilst ensuring every student has a calm and safe school to work within. • Individual allocation of Key Workers enhances communication with each student and responsiveness to need. • School ethos promotes values and responsibilities that support the rights of each person to learn uninterrupted. • Enhanced access to ICT. • All students have in school access to PCs, tablets or laptops. • Dependent on needs and funding, individual students may have access to school ICT (laptop, tablet) at home, according to their specific educational plan. All students have access to a Virtual Learning Environment via Microsoft Teams for Education.
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	• Bespoke social interaction programmes. • Talk About programme. • Use of 'The Incredible Five Point Scale' to support learners in understanding and controlling their emotional responses and state of regulation. • Three qualified ELSA staff. • Use of visual timetables and visual reminders.

	• Social Stories are used with some learners. • Use of the Boxall Profile for all learners. • Use of the Readiness Scale for all KS3 learners. • Small group targeted support in literacy developing speech and language skills. • Use of the Coventry Grid to help to summarise the differences between the behaviour of children with ASC and those with significant attachment difficulties. • Enhanced levels of Teacher support within class. • Access through referral to community Speech and Language Therapists. • Access to ongoing staff CPD.
What strategies/programmes/resources are available to speech and language difficulties?	• Bespoke social interaction programmes. • Talk About programme. • Use of 'The Incredible Five Point Scale' to support learners in understanding and controlling their emotional responses and state of regulation. • Use of the Boxall Profile for all learners. • Use of the Readiness Scale for all KS3 learners. • Three qualified ELSA staff. • Small group targeted support in literacy developing speech and language skills. • Enhanced levels of Teacher support within class. • Access through referral to community Speech and Language Therapists.
Strategies to support the development of literacy (reading /writing).	• The Bridge School has a whole school 'English across the Curriculum' development plan. • Small group teaching (max. group size 8). • Targeted intervention following baseline and on-going assessment of specific aspects of literacy. • Use of IDL dyslexia/dyscalculia screener if specific learning difficulties are identified as being a barrier to learning. • Use of coloured overlays, rules and exercise books. • Where needed, use of Toe-by-Toe, handwriting and Stareway to Spelling programmes. • A structured reading scheme (Reading Plus) used each day to embed independent reading and promote practice and enjoyment. • Use of C-Pens (reading pens) approved by JCQ (examining body). • Additional Teacher Assistant support in each class to ensure 1:1 support where needed and focussed differentiation of task. • Easy and enhanced access to ICT. • Additional development sessions are timetabled for both KS3 and those students in KS4 wishing

	• to consolidate knowledge and revise before examinations. • All staff model their own independent reading, and promote staff reading through literacy displays and personalised posters.
Strategies to support the development of numeracy.	• The Bridge School has a whole school 'Maths across the Curriculum' development plan. • Small group teaching (max. group size 8). • Targeted intervention following baseline and on-going assessment of specific aspects of numeracy. • 'Times Tables Rock Stars' with KS3 learners which supports daily times tables practice to a background of popular music. • Use of My Maths, Heggarty Maths, Corbett Maths and Maths Watch in tutor time. • Additional Teacher Assistant support in each class to ensure 1:1 support where needed and focussed differentiation of task. • Easy and enhanced access to ICT. • Additional resources, tasks and lessons via Microsoft Teams for all students. • Additional development sessions are timetabled for both KS3 and those students in KS4 wishing to consolidate knowledge and revise before examinations.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	Students receive a curriculum that is bespoke to their needs. It has a high emphasis on developing skills in literacy and numeracy, and developing social interaction and emotional resilience. The curriculum is relevant to the future aspirations and needs of each student, and is designed to prepare our students for reintegration to high schools, specialist provisions and the world of further education, training and employment. The staff team are encouraged to access any SEND specific training which enhances the way in which they work with learners with both SEMH and additional support needs. Training is offered regularly in-house utilising the existing knowledge and experience of the team, but it is also arranged through the local authority and visiting trainers. The staff team is also regularly encouraged to attend SEND specific training events, which allows us to refer specifically to the learning needs of individual students, meaning that the training becomes more focused and efficacious.

How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	All students are tracked in terms of: • English (reading and writing) • Maths • Science • Social and emotional progress • Readiness to learn • Attendance, punctuality and engagement • KS4 learners are additionally tracked on their chosen timetable of both academic and vocational qualifications. Within the core subjects students are set 'challenge targets' that are designed to accelerate progress to regain the attainments they may have originally been set. Learners are targeted to make progress in line with any average student of their age. Parents/carers and students take part in the setting of these targets as part of the review process. Social and emotional progress is monitored with a daily tracking system. Targets are set in line with baseline data taken from appropriate individual assessment tools, Boxall Profile, Readiness Scale and Southampton Emotional Literacy scores. Students accessing Alternative Provision off-site have their progress tracked through regular (half-term reviews), and via the Quality Assurance process of each Provider. Staff use an on-line tracker to input attainment data for all students. A copy of this report is sent to parents/carers on a termly basis.
Strategies/support to develop independent learning.	• The school ethos emphasises and promotes self-responsibility and aspirational attitudes. • The school has a Virtual Learning Environment via Microsoft Teams in order that students can further independently develop their learning. • All students are provided with opportunities to learn independence and life skills. If needed, students are provided with independent travel training.
Support /supervision at unstructured times of the day including personal care arrangements.	• Breakfast, break, lunch and end of the school day are fully supervised. • Individual students have additional support during these times if their needs direct. The school provides activities at break times including pool, table tennis, badminton, football, board games and Xbox.

Extended school provision available; before and after school, holidays etc.	• The Breakfast Club runs every morning (8.20 – 8.40 am) and provides a free breakfast and a time to socialise for punctual attenders. • Individual student and family support, outside of school hours, in line with Key Worker targets. • Opportunity to take part in extra-curricular activities including core subjects, enrichment trips and Duke of Edinburgh expeditions. The Bridge School has its own outdoor education instructor and assistant instructor.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	All learners at The Bridge School are recognised on the SEND Register. All learners are coded as SEMH. Some young people have secondary SEND codes, such as CI (communication and Interaction) or CL (Cognition and Learning). Learners at The Bridge School have a curriculum that is supported by activities outside of the curriculum. This includes weekly outdoor education, KS4 Duke of Edinburgh award, residential visits, work experience, and both educational and reward trips. The school also has its own greenhouse and allotment space for KS3 students. All young people are offered the same opportunities for activities outside of the classroom. Individual learner risk assessments are considered for each activity / trip.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	• Form classes are set up in TAC (Team around the Child) groups, consisting of Teacher, Teaching Assistant and Key Worker. • As part of the individual Key Worker allocation to each student, 1:1 and small group mentoring is provided in order to promote social and emotional development. • Each student has a personalised timetable and curriculum designed to maximise engagement and progress, and minimise anxiety, disengagement and absence. • The school works with various charities and providers, such as Everton in the Community, who support school staff in promoting emotional wellbeing. • Visual timetables are provided at KS3, and for KS4 learners where needed. • Feelings charts, time-out cards and visual cues are used to reduce anxiety and support emotional wellbeing. • Students follow an individual tracking system that identifies successes and highlights development areas. The school uses CPOMS to log all concerns.

What strategies can be put in place to support behaviour management?	• Small class sizes that are appropriately supported by Teacher Assistants. • The school believes in the six principles of nurture. • The School has an individual student-tracking programme that identifies patterns of need in order that appropriate academic and pastoral support can be put in place. • Boxall Profiles inform target setting, which supports the development of positive behaviour. • Students' behaviour and participation is tracked throughout the day and weekly rewards are available for those students who meet individual targets. • Individual students according to specific needs have collaborative 'self-management' plans to promote independence, and reduce anxiety led behaviours. • All students have personal development plans to develop specific aspects of their social interaction and emotional resilience. • Alternative Provision enables students to be allocated to Providers that reflect student choice, need and motivation. • All students have a personal 'risk assessment' that works to ensure their safety and that of other students in the school. • Use of star and points charts in KS3 to reward good behaviour. • All staff are Team teach trained.
How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*.	• Students that have been designated schools to integrate into have individually planned bespoke programme of transition implemented by their designated Key Worker. • A designated Keyworker will facilitate this transition plan. • Students receive personalised career advice and guidance from a specialist careers advisor. • A designated Keyworker facilitates transition to post 16 education or training.
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	Enhanced levels of planning, and in some cases funding, allow access to a number of supporting agencies including: • Educational Psychology Service • Education and Welfare • CAMHS (The Bridge School has a direct CAMHS link worker) • Therapeutic and Counselling support • School Nurse

	- Chatter Bug – speech and language therapy - Woodview Children's Centre (NHS) - Queensbury - School Councillor
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	All students are allocated an individual Key Worker who is the first point of contact and who is available to talk to on a daily basis. Parents and Carers are invited to formal reviews of their child's education once per term. This is an opportunity to meet with subject and Form Teachers, Keyworkers, Teacher Assistants and Senior Leaders within the school. Due to the relatively small number of students and families immediate contact is possible with all staff in the school. Many students have multi-agency support and the school plays a significant role in representing parents and carers in these processes. The Bridge School has a parent and carer forum, which hosts regular meetings, training sessions and coffee mornings. The Bridge School directs parents/carers to Halton Parent Partnership Service for additional advice and guidance:- Parent Partnership Service (PPS) – www.haltonparentpartnership.co.uk
How additional funding for SEND is used within the school with individual pupils.	Funding is allocated directly to the named student and is targeted at the objectives of the Education Health Care Plan. This may take many forms including: - 1:1 support - Intervention programmes - Additional resources - Enhanced ICT and access to ICT - Specialist training for supporting staff
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	The Bridge School has three main areas of PP focus:- 1. Attendance: To improve attendance, curriculum engagement and participation for FSM and CLA pupils 2. Literacy, especially reading for pleasure: pupils to improve attainment of FSM and CLA 3. Numeracy: To improve attainment of FSM and CLA **Rationale:** Pupil Premium is spent over a cross section of areas. Arguably some of the most important influences of future life choices and chances are the embedding of

	literacy and numeracy. These cannot be achieved without adequate levels of attendance and participation in learning. Historically, at The Bridge School, there have been, for some students, low levels of attendance that impact greatly on learning and in particular their literacy and numeracy development. Students have not always reached their potential for this reason.
	There are a great many factors that influence attendance, and so the Pupil Premium money will be targeted at more than one area. Factors contributing to students wanting to attend school include quality teaching, good resourcing, relevance to future employment, person reward, the relationship with the staff, the level of staff skill and understanding. The Pupil Premium money is targeted at these areas, and is intended to make an impact on these areas. There are wider factors that parents and carers can influence, and there are things that the student is responsible for in ensuring they value their education and make the most of their opportunity.

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SEND Broad Areas of Need

Communication and Interaction	
6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning	
6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties	
6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs	
6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.