

SEND Information Report

Who are we?

The Bridge Short Stay School (The Bridge) provides education for young people from key stages 3 and 4 who have been Permanently Excluded from mainstream schools or who fall into the “other” category for being out of school. This service is commissioned by Cheshire West and Chester. The Bridge also works in partnership with the High Schools in the area to provide intervention programmes to support students who are struggling in school. The Bridge consists of two sites, in Ellesmere Port and Northwich.

Further information about services for students with SEN in Cheshire West & Chester can be found by following this link:

<http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page>

What needs do we provide for?

We support students who are outside of mainstream provision for a range of reasons and with a wide range of additional needs. Last year we supported students with the following needs:

- SEMH (Social Emotional and Mental Health issues)
- Self-harming including eating disorders
- Post-traumatic stress disorder
- High Anxiety and hyper vigilance
- Chronic Fatigue Syndrome
- Social isolation
- Depression
- Communication and Interaction difficulties
- Specific speech and language difficulties
- Low levels of inference skills
- Slow processing skills
- Attachment issues
- Poor peer relationships
- OCD (Obsessive compulsive disorder)
- ADHD (attention deficit/hyperactivity disorder)
- ASD (Autism Spectrum Disorder) / Aspergers' Syndrome.
- ODD (Oppositional Defiance Disorder)
- MLD (Moderate learning Difficulties)
- Sensory difficulties
- Low levels of cognition and learning
- Physical long term illness and injury

Who is the school's Special Education Needs Coordinator (SENCO) ?

The school's SENCO is Louise Davey and she can be contacted on the 07964437321

What curriculum do we offer?

Wherever and whenever appropriate, the students will follow programmes of study within the National Curriculum with additional activities that focus on supporting their particular areas of need. This curriculum has been designed to support a successful transition back into mainstream education, on to post-16 provision or into a specialist provision if this has been identified through the EHCP (Education Health & Care Plan) process

Students who come through the **Permanent Exclusion referral route** remain dual registered until the final date that the Independent Review process can be called into action. Until this point the Home School holds the main registration and the school file. However from the sixth day following the date of permanent exclusion, The Bridge is responsible for providing a full time education. In the initial stages of transfer The Bridge SENCO and the Access team will liaise as far as possible, with the home school representative, to share information and resources that will support the learning and smooth transition of the student. Any information that relates to any special and additional learning needs should be shared promptly, before the end of the review process, alongside any professional reports that have a bearing on a student's individual needs.

Students who come through the **Intervention referral route** remain dual registered throughout the period of intervention and the primary responsibility for education remains with the Home School. Any intervention that the Bridge undertakes will be as a result of a direct request from the Home School to meet specific learning, social, emotional or behavioural needs that the Home School has identified. The process of planning the intervention includes written information from the school, meeting with professionals within and outside of the education system and meeting with the student, parent/carer and key worker from the Home School. Provision is time bound and targeted. Provision is reviewed half termly by all involved in each student's education and welfare.

It is of particular importance that the students are able to access a broad and balanced curriculum but that has the additional capacity to address individual needs. The addition of personal and social education, citizenship programmes, health education, physical activity, relationships and sex education, learning outside of the classroom, life skills and careers guidance are a fundamental and invaluable part of the curriculum.

Each student takes part in an induction programme which includes

- designing an “About Me” PowerPoint to ensure that the student’s voice is heard from the start of the process
- a range of diagnostic assessments, including literacy, numeracy, reading, comprehension, fluency, processing, spelling, accuracy of handwriting
- Strength and Difficulties questionnaire, SEAL assessment. PLTS assessment
- Baseline assessments in core subjects to identify skills and knowledge gaps and areas of strength

The induction period also includes an introduction to staying safe, including e-Safety and CSE and an introduction to the behaviour & learning target and tracking systems. Each student is expected to contribute to identifying goals and targets meaningful to them. All planning incorporates targets for Social Emotional Aspects of Learning (SEAL) objectives, Personal Learning and Thinking Skills (PLTS) and functional skills. In this way we hope to optimise the levels of engagement for each student, tailoring their curriculum to meet their needs.

How are referrals made to the school?

Permanent Exclusions students are referred through the BSP form which is completed by the Home School within 48 hours of the permanent exclusion being issued. Places are commissioned by the Local Authority Access team

Intervention students are referred by the Home School via an initial interest application form which is available on The Bridge Short Stay School Website in the school section. Schools are encouraged to make initial contact to discuss any concerns before a referral is made.

What SEN provision do we offer?

Only a very small number of students arrive at the school with an Education, Health and Care Plan (EHCP). As part of the assessment process in school we consider whether or not students require a statutory assessment to meet their Special Educational Needs. If we consider that an EHCP is necessary then we will follow the local authority procedures to gather the appropriate information to submit a request. We will also support the SENCO in the home school, in the case of Intervention students, by providing appropriate reports to support their submissions.

Students are encouraged to take an active part in identifying their strengths, areas of difficulty, contributing to planning targets, identifying priorities, aspirations and additional support. This is an ongoing process through tutorial groups, weekly tutor reviews, one to one mentor sessions and multi-agency meetings. Where a

submission is made for an EHCP the students' wishes and feelings are recorded on the Cheshire West Special Educational Needs paperwork.

Assessment of cognitive functioning and concentration is conducted on a daily basis and discussed daily as part of the debrief process. This helps to direct strategy and intervention for each student. Referrals for specific additional interventions for individual students are discussed formally as a staff team on a half termly basis. Referrals for additional intervention can also be made by individual members of the staff team and parents/carers as and when needs arise. The referral process considers the behaviour/learning/wellbeing need that needs to be supported; strategies already in place and desired outcomes/ success criteria. Referrals are considered by the SENCO and the wider support team and appropriate time bound interventions are put in place. Interventions are reviewed by the whole team half termly and a record is kept to demonstrate and assess the impact of interventions and strategies used. Interventions have included support:

- to develop inference skills
- to enhance reading skills
- to provide additional booster work in core subjects
- to support the development of social interactions and lifeskills
- to develop healthier life choices
- to develop resilience
- to improve motivation and to raise aspirations
- to support students' with issues affecting their emotional, mental health and wellbeing

Reports are sent to parents on a termly basis; parents' evenings are held on the alternate half terms.

The effectiveness of the provision is monitored by the whole school tracking and monitoring system, individual intervention monitoring and reporting.

There is an open door policy with regard to communication, support and progress.

We kept in regular contact with parents regarding concerns and successes on at least a weekly basis, usually daily

What additional and wider support was offered by the school?

The Bridge Short Stay School worked closely with young people and their families in identifying the wider support necessary to support families in understanding and meeting the needs of young people who often have very complex difficulties. This involved close communication and consultation with parents and carers and appropriate outside agencies. Our SENCO worked closely with the senior team at The Bridge and other external agencies in supporting educational, emotional, social and behavioural needs and wider engagement. This wider engagement included

access to activities such as vocational learning (eg. horticulture, small animal care, art and design and work placements), learning outside the classroom (e.g. outdoor pursuits, exploring Merseyside's museums and galleries, accessing additional learning experiences (e.g. The Big Bang exhibition, BLESMA Veterans, College taster days at Reaseheath) alongside young people who do not have Special Educational Needs. The local Authority Outreach Education transition workers and The Bridge Short Stay School pastoral team works closely with students and families during times of transition back to the home school or new placement and ensure educational, emotional, social, communication and practical needs are considered carefully to ensure success.

Students are encouraged to express their views about wider aspects of the school, it's pastoral care and provision and includes consultation over the measures taken to prevent bullying. Student Voice activities take place on a weekly basis All students are encouraged to take part in anti-bullying week where students take part in awareness raising activities organised by the Anti-Bullying Alliance. All students are encouraged to take part in activities to raise awareness of E Safety, Child Sexual Exploitation, the Prevent agenda, Healthy Choices and Staying Safe. The outcomes of these activities are reinforced throughout the year.

The school is supported by ongoing involvement from the Governing Body. Governors are responsible for the strategic direction of the school and ensuring pupils make progress and monitor the areas of leadership and management, behaviour and safety, quality of teaching and SMSC through an evaluation cycle

What specialist Services and expertise are available at or accessed by the school?

The Bridge Short Stay Team's pastoral support team includes a CBT trained counsellor, a trained Emotional Literacy Support Assistant and a drugs counsellor. An additional two members of the team, one on each site, have been appointed as behaviour specialists. A further member of the team has been appointed to raise aspirations, broaden horizons and support learning outside of the classroom.

The Pastoral Lead is trained in Emergency Mental Health First Aid.

All members of the pastoral team have undertaken training from CAMHS

A significant number of staff members have undertaken accredited training to deliver Inference programmes to students with significantly low levels of comprehension.

Two members of the team have undertaken training to deliver booster reading programmes

The Bridge Short Stay School contacts the local Authority to access support from their specialist teams including Educational Psychologists, CAMHS, ASC team, Speech and Language Therapists and Young People's Service where appropriate

The School Nurse team prioritises the needs of our vulnerable students and there is a named member of the team allocated to each site, who provides a regular drop in service. We are developing relationships with CCG Mental Health, West Cheshire to support the development of prevention services

What training and experience have the staff supporting young people with Special Education Needs and/or Disabilities had or are having?

All staff are involved in ongoing CPD in meeting the needs of students with emotional, behavioural and social difficulties.

The in house annual training programme includes a minimum of two training sessions a year the impact of mental health on students' well-being and readiness to learn, with specific reference to identified conditions and behaviours. Members of the Senior team have taken responsibility for attending and cascading training in relation to Autism, PDA, Attachment Issues, ADHD and behaviour management.

The Pastoral lead hosts a twice termly learning mentors' forum for the sharing of good practice in the locality, which is supported by a range of other professionals including CAMHS and the School Health Team.

The staff team is highly experienced in engaging and motivating students who are oppositional, confrontative, anxious and/or avoidant.

CAMHS provide regular input and support for whole school and individual needs around various aspects of supporting mental health needs.

Achievement

Last academic year the proportion of students with SEN, achieving at GCSE level was on a par with students, within the school, who had no identified SEN.

In English and Maths a higher proportion of students with SEN met their target grades than students without identified SEN

We were successful in gaining EHC Plans for 4 students to support their education going forward

5 students with SEN who came for an intervention programme were successful in maintaining their school places at their Home School

2 students on intervention programmes were supported through the EHCP process and the transition into specialist provision

Accessibility

Our school building at Appleton is partially accessible. The building at First House is fully accessible. Both buildings have accessible toilets

Who can I contact if I have any queries about my child?

Andy Stewart – Head Teacher

07500227925

Louise Davey – Deputy Head, Safeguarding and SENCO

07964437321

Jill Wasley- Pastoral Lead and Safeguarding – point of contact Northwich

07919395837

Nick Preston- Alternative Provision and Behaviour Lead – point of contact Northwich

07917084071

Lorraine Gardner

General School Contact Details:

Phone: 01606 275866

Address: The Bridge Short Stay School Short Stay School

Appleton Road, Ellesmere Port, Cheshire CH45 7EP

Phone: 01513376873

Email: enquiries@thebridge.cheshire.sch.uk

For all queries relating to Special Educational Needs you can contact:

Louise Davey SENCO on the number above

If you are not satisfied with the outcome of your concern then you can follow the complaints procedure outlined in our complaints policy.