



SEND Information Report 2020-2021

Welcome to the Bridge Short Stay School's SEND Information Report which is part of the Staffordshire County Council's Local Offer for learners with Special Educational Needs and disabilities.

All governing bodies of maintained schools and the proprietors of academies have a legal duty to publish information on their website about the implementation of the governing body policy for pupils with SEND.

At the Bridge Short Stay School, we are committed to working together with all members of the school community and outside agencies to provide relevant and tailored provision to all students including those with SEND.

If you have any questions or suggestions, please contact the SENDCo on karen.wicks@bridge.staffs.sch.uk or phone 01889 370024

Aims of Bridge Short Stay School in regards to pupils with SEND:

The aims of our policy and practice in relation to SEND at Bridge Short Stay School are:

- To make reasonable adjustments for those with a disability by acting to increase access to

the curriculum, the environment and to printed information for all.

- To ensure that children and young people with SEND engage in the activities of the school

alongside pupils who do not have SEND.

- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion

statement

- To use our best endeavours to secure special educational provision for pupils for whom this is

required, that is "additional to and different from" that provided within the differentiated

curriculum, to better respond to the four broad areas of need:

- 1. Communication and interaction,
- 2. Cognition and learning,
- 3. Social, mental and emotional health,
- 4. Sensory/physical.



SEND Information Report 2020-2021

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high

levels of confidence and partnership.

- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing

professional development.

- To support pupils with medical conditions to achieve full inclusion in all school activities by

ensuring consultation with health and social care professionals in order to meet the medical

needs of pupils.

- To work in cooperative and productive partnership with the Local Authority and other outside

agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are the different types of SEND?

At Bridge Short Stay School, we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.”

– A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

– Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

– Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The four broad areas of need are:

1. Communication and interaction (e.g. autism spectrum disorders and language disorders)
2. Cognition and learning (e.g. dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
3. Social, mental and emotional health (e.g. ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
4. Sensory/physical (e.g. hearing or vision impairment)

The kinds of SEND for which provision is made at Bridge Short Stay School:

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to be referred from local secondary schools in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents and their 'home school', to make the provision required to meet the SEND of pupils at this school.
- As students at Bridge are admitted via referral from local secondary schools, it is not possible for parents/carers to apply for a place for their child directly to the school.
- For children with an EHCP, parents/carers have the right to request a particular school (not applicable to Bridge Short Stay School) and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name a school in a child's EHCP, the local authority will SEND the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where



SEND Information Report 2020-2021

the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

- Parents/carers of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

How does Bridge Short Stay School know if children need extra help?

At Bridge Short Stay School, we know when a pupil needs help if:

1. Concerns are raised by parents/carers, external agencies, the pupil's previous school or the pupil

themselves, regarding concerns relating to inadequate levels of progress or inclusion. We take

parental/carer concerns and requests very seriously and strive to investigate them all. Frequently,

the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a

graduated response is implemented by school. This may result in the child/young person being placed on the SEND register.

2. Class teachers are continually aware of children's learning. If their observations or progress tracking suggests that, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be

characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.

3. The progress of each child is monitored at a whole school level. If whole school tracking of attainment outcomes indicates lack of expected rate of progress, this will raise concerns which will be addressed by the SENDCo gaining further information.

The SENDCo or other trained staff may need to undertake a range of standardised tests with children/young people. These assessments can be used to add to and inform teacher's own understanding and assessments of a child/young person.

Although Bridge Short Stay School can identify SEND, and make provision for those needs, we do not offer diagnosis. Parents are advised to contact their



SEND Information Report 2020-2021

GP if they think that their child may have an underlying medical condition or disability.

What should a parent/carer do if they think their child may have SEND?

We aim to have excellent and informative relationships with all of our pupils' parents/carers and all concerns from parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher/ form tutor. This then may result in a referral to the school SENDCo whose name is Karen Wicks and whose contact details are: karen.wicks@bridge.staffs.sch.uk / 01889370024

Parents can also contact the Inclusion Manager whose name is James Nation on 01543 255872 and james.nation@bridge.staffs.sch.uk if the pupil is secondary, or Adam Wheldon on 01889 370024 and adam.wheldon@bridge.staffs.sch.uk if the pupil is primary.

Parents may also contact the SENDCo or the Headteacher directly if they feel this is more appropriate.

How will Bridge Short Stay School support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners, ensured by:

- classroom observations,
- ongoing assessment of progress made by pupils with SEND,
- teacher meetings/training to provide advice and guidance on meeting the needs of pupils with SEND,
- pupil and parent feedback on the quality and effectiveness of interventions provided,
- attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments to ensure their access to the taught curriculum.
- Action will follow a graduated response and follow an assess, plan, do and review model:

1. Assess:

- Data on the pupil held by the school will be collated to make an accurate assessment of the pupil's needs.

2. Plan:

- If review of the action taken indicates that “additional to and different from” support will be required, then appropriate evidence-based interventions will be planned in conjunction with pupil, parent, teacher and SENDCo views.

3. Do:

- A clear set of expected outcomes will be written that consider parents’/carer’s aspirations for their child.

4. Review:

- Progress towards these outcomes will be tracked and reviewed termly.
- Advice may also be sought from external agencies with parental/carer permission including:
 - Local Authority Support Services
 - Specialists in other schools e.g. teaching schools, special schools.
 - Social Services
 - Health partners such as School Nurse and Child & Adolescent Mental Health Service
 - Educational Psychology Service (EPS)
 - Vision (VS) and Hearing (HS) support service
- For some pupils, a request will be made to the local authority to assess education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

EHC Plans (Education, Health and Care Plan)

Following consultation between families, school and relevant outside agencies, we may consider applying for an Education, Health and Care Needs Assessments if:

- The child has not made expected progress despite the school having taken relevant and purposeful

action to identify, assess and meet their SEND

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child’s achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision.



SEND Information Report 2020-2021

Having a diagnosis (e.g., of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful:

- a member of the Local Authority will call and Integrated Assessment Meeting (IAM) for parents, the child and the school, together with any health or social care professionals who are involved with the family.
- The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face.
- Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.
- The Plan will be reviewed at least annually and school will invite families and all agencies involved with the child. This is called an Annual Review meeting and the outcomes are recorded on an Annual Review return and sent to the Local Authority.

How is the curriculum matched to each child's needs?

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

Differentiation and personalised learning to reduce barriers to learning may include the following strategies:

- Adaptations to the classroom/learning environment.
- Personalised timetables (lessons/hours).
- Personal learning plans (PLP).
- Individual support plans.
- One-page profiles.
- Individual risk assessments.
- Emotional Literacy progress is tracked.
- Access to alternative provision on a partial/full time basis dependent on need.
- Use of specialised equipment such as ICT.
- 1:1 support.
- Mentoring.
- PSHE.



SEND Information Report 2020-2021

- External visitors/agencies working 1:1 or on a small group basis.
- Learning outside of the classroom activities.
- Educational visits.
- Mindfulness/counselling services.
- Additional funding applications.

How will parents/carers know how well their child is doing?

- Attainment towards the identified outcomes will be shared with parents through feedback in SEND reviews but also through student reports and Parents' Evenings.
- Parents are encouraged to speak to their child's tutor at any point about any concerns or suggestions they may have.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the subject teachers, the SENDCo, or a member of the Senior Leadership Team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you 01543 255872.

How will parents/carers be helped to support their child's learning?

- Please look at the school website which includes links to websites and resources that can be used to help parents help their child to learn at home.
- Attend parents' evenings and read student reports.
- In addition, the termly newsletter includes a section that identifies local learning opportunities.
- Subject teachers or the SENDCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent coffee mornings and workshops termly which aim to provide useful opportunities for parents to learn more about how to support learning and/or to offer support for parents whose children attend the Bridge.



SEND Information Report 2020-2021

- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

What support will there be for overall child well-being?

- The school offers a wide variety of pastoral support for pupils. This includes:
 - A comprehensive Spiritual, Moral, Social and Cultural (SMSC) education curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
 - Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These interventions aim to support improved interaction skills, emotional resilience and well-being.
 - A designated space in secondary school (Sensory room) has been created to provide vulnerable/upset students with a quiet place to go should they require some time out.
 - The school accesses a number of alternative provisions which aim to support students on developing confidence, social interaction skills and overall wellbeing.
 - The school works collaboratively with multiple agencies to ensure that student wellbeing is monitored.
 - Individual risk assessments.
 - Planning for, and tracking progress of, emotional literacy.
 - The school runs a breakfast club each morning where students are supplied with food and drink to kick-start their day (free of charge).
 - The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' well-being and mental health.
- The school has a comprehensive Anti-bullying Policy which is audited regularly for its provision.

Pupils with medical needs at Bridge Short Stay School:

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be



SEND Information Report 2020-2021

verified by the school nurse as being competent.

- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014.

What specialist services are available at Bridge Short Stay School?

- The school has access to a range of specialist support such as:
 - School
 - SENDCo
 - Experienced TA's and Staff team
 - Independent Advice
 - SEND Family Partnership Service (formally known as Parent Partnership- provide support for parents in student meetings.
 - Local Authority Support Services
 - Special Educational Needs Support Service (SENDSS)
 - Educational Psychology Service
 - Hearing Impairment Team (HI)
 - Visual Impairment Team (VI)
 - Physical Disability Support Service (PDSS)
 - Occupational Therapist
 - Autism Outreach Team (AOT)
 - Local Support Team (LST)
 - Social Services
 - Educational Welfare Officer (EWO)
 - Health Services
 - School Nurse/GP
 - Children and Adolescent Mental Health Service (CAMHS)
 - Midlands Psychology

What training do the staff supporting children and young people with SEND undertake?



SEND Information Report 2020-2021

- School staff have received a range of training relevant to supporting students with SEND.
- Training has been provided to all staff on:
 - How to support pupils on the autistic spectrum.
 - How to support pupils with behavioural difficulties.
 - How to support students with dyslexia/literacy difficulties.
 - In house training on monitoring behaviour.
 - Emotional coaching training.
 - Restorative practices training.
 - SENDCo attending relevant courses on SEND code of practice/provision updates.
 - Positive handling training through 'Team Teach' training.
- Future planned training will cover:
 - Further Autism awareness and Emotion Coaching training.
- The Governor with specific responsibility for SEND has completed the SEND Governor training

How will my child be included in activities outside the classroom including school trips?

- All students are invited to take part in any extra-curricular activities and they will be made aware of them through their form tutor.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

- The following adaptations have been made to the school environment:
 - Disabled parking spot marked and located close to the school building.
 - All school corridors and rooms are on one level and of a width which ensures full accessibility.
 - Ramps ensure that the school site is accessible to all.



SEND Information Report 2020-2021

- One toilet has been adapted to ensure accessibility for students/visitors with a disability.
- A Sensory Room has been developed.
- Our Access Policy describes the actions the school has taken to increase access to the environment.

How will Bridge Short Stay School prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

- On entry:
 - Parent/carers and students are invited to a meeting at the school and are provided with a range of information.
 - The SENDCo meets with all new parents of pupils who are known to have SEND.
 - If pupils are transferring from another setting, the previous school records will be requested immediately.
- Transition to the next school, preparation for adulthood and independent living
 - Pupils and parents/carers have a number of opportunities to meet staff in the new school.
 - Parent/carers will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate.
 - Accompanied visits to other providers may be arranged as appropriate.
 - For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
 - The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014. This places a duty on schools to secure independent careers guidance for all Y8-11 pupils which includes education or training options e.g. apprenticeships and other vocational pathways.
 - Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full



SEND Information Report 2020-2021

range of post-16 options – and support available to children and young people with

SEND and disabilities to help them prepare for adulthood, including getting a job.

- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

How are the school's resources allocated and matched to children's special educational needs?

Funding that Bridge Short Stay School receives, including additional higher-level funding applied for by the school, is used to provide equipment, facilities and personalised provision (as appropriate) to support pupils with SEND which may include:

1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.).
2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, social skills etc.).
3. Targeted out of class support (relationship building, social, emotional skill development, etc.).
4. Small group tuition to enable catch up (subject or targeted at additional need).
5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.).
6. Provision of specialist resources/equipment/exam access arrangements where appropriate (use of ICT, electronic versions of text etc.).
7. Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local schools on action to improve inclusion: shared alternative environments etc.)
8. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience and overall wellbeing).
9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs.).



SEND Information Report 2020-2021

10. Access to support from in-school sources e.g. learning mentors (peer or adult), psychotherapist/mindfulness practitioner or from charities (e.g. Eagles Nest, Relate) and community sources (e.g. Garrick Theatre, local businesses)

11. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support.

12. Access to personalised alternative provisions (e.g. Next Steps, NOVA Training, Alpha Hair and Beauty, CARE etc.)

How is the decision made about how much support each child will receive?

For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENDCo, subject teachers and parents/carers who will follow guidance provided by the Governing Body regarding SEND Funding deployment.

- For pupils with an EHCP, this decision will be reached in agreement with parents/carers when the EHCP is being produced or at an annual review.

How are students with SEND consulted about their views on shaping the provision provided for them?

We encourage all pupils to be actively involved in their learning, and staff are committed to working in partnership with the child and their family to set appropriate learning goals. We have conversations within school with students to:

- Ascertain the child's strengths and difficulties,
- Ascertain their preferred learning styles and aspirations,
- Write Individual Learning Plans with Students,
- Produce a One Page Profile which includes preferred supportive strategies written directly from information gathered in conversation with students,
- Include them in meeting and the decision-making progress regarding any personalised/alternative or SEND provision where appropriate.

How will I be involved in discussion and planning for my child's education?

This will be through:

- discussions with the subject teachers/form tutors, the SENDCo or Senior Leadership team member,
- during parents' evenings,
- meetings with support and external agencies.



SEND Information Report 2020-2021

• In addition, Bridge secondary has regular coffee mornings for parents and carers of children and young people with SEND. All are invited to attend these termly meetings to raise issues of concern and to ensure the school provision is responsive to pupil and family needs.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's subject teacher,
- Your child's form tutor,
- The SENDCo,
- The Headteacher,

• For complaints, please contact the School Governor with responsibility for SEND. Their name is Lesley Gill They can be contacted via email on lesley.gill@staffordshire.gov.uk

Support services for parents/carers of pupils with SEND:

SEND Family Partnership Service (formally known as Parent Partnership)
<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducation/als/als/home.aspx>

s/spps/home.aspx

- Council for disabled children <http://www.councilfordisabledchildren.org.uk/>
- Independent Parental Special Education Advice (IPSEA)
<https://www.ipsea.org.uk/>
- British Dyslexia Association (BDA) <http://www.bdadyslexia.org.uk/>
- Dyslexia Assist <http://dyslexia-assist.org.uk/>
- National Autistic Society (NAS) <http://www.autism.org.uk/>
- RNIB <http://www.rnib.org.uk/>
- National Deaf Children's Society <http://www.ndcs.org.uk/>
- National Careers Service
<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

This is not an exhaustive list and other services are available.

Information on where the Local Authority's Local Offer can be found



SEND Information Report 2020-2021

Further information about Staffordshire County Council's Local Offer can be found on:

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>