

SEN information for parents/carers

These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated annually.

SEND at Bridge Learning Campus

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Bridge Learning Campus is a mainstream all-through school committed to ensuring that every child is valued, included and able to achieve their potential. We believe that high-quality inclusive practice benefits all learners and that children with SEND should be fully involved in all aspects of school life. Our vision is to create confident, independent learners through a collective focus on achievement for all.

Within our primary phase, we support pupils across all four areas of SEND need. Our current SEND profile shows that Communication and Interaction is the most common area of need, followed by Cognition and Learning, Social, Emotional and Mental Health needs, and Physical and Sensory needs. There are currently 158 pupils receiving SEND Support and 13 pupils with an Education, Health and Care Plan. We have 18 children who are in process of an EHCNA.

As part of our commitment to inclusion, we will be developing enhanced provision through the Violet, Indigo and Olive bases. These provisions will offer targeted support for pupils with higher levels of need whilst maintaining access to mainstream learning and social experiences

The SEND Team

SENDCo: Caroline Hughes

Deputy SENDCo: Holly Moysey

Speech and Language Lead: Hannah Macey

Pastoral Leads: Kirsty Moore and Sharon Tarling

ELSA: Terri Davis

MELSA: Donna McArdle

At Bridge Learning Campus we are committed to working collaboratively with parents, carers and external agencies to ensure that all pupils achieve their full potential.

How parents/carers are involved in their child's education

We value the partnership between home and school and recognise that parents and carers know their children best. Working together allows us to develop a full understanding of a child's strengths, interests and areas of need.

Parents and carers are involved throughout the graduated approach and can expect:

- Regular communication with class teachers and SEND staff.
- Participation in review meetings and parent consultations.
- Opportunities to contribute to SEND assessments and support planning.
- Involvement in Annual Reviews for pupils with EHCPs.
- Regular updates regarding progress and provision.

One Page Profiles and SEND targets are reviewed throughout the year and shared with families to ensure children receive consistent support both at home and at school

How pupils are involved in their education.

At Bridge Learning Campus, children are placed at the centre of decision-making about their education. We actively seek and value pupil voice.

Pupils are encouraged to:

- Share their views about learning and wellbeing.
- Identify what helps them learn successfully.
- Contribute to target setting and review discussions.
- Participate in SEND review meetings and EHCP Annual Reviews where appropriate.

We aim to support pupils in becoming confident, independent learners who understand their strengths and can advocate for themselves.

The graduated approach at Bridge Learning Campus

We follow the **Assess, Plan, Do, Review** cycle outlined in the SEND Code of Practice.

Assess: Information is gathered from teachers, support staff, parents, pupils, assessment information and external agencies where appropriate.

Plan: Clear outcomes and targets are agreed and appropriate support is identified through One Page Profiles and SEND Support Plans.

Do: Support is delivered through:

- High-quality teaching.
- Adaptive classroom practice.
- Targeted interventions.
- Specialist support where required.

Review

Progress is reviewed regularly with pupils and families. Provision is adapted where necessary to ensure effective support and positive outcomes.

Provision is quality assured through learning walks, book scrutinies, data analysis, SEND reviews and external evaluations

Preparing pupils for adulthood

We have high aspirations for all pupils and begin preparing children for adulthood from their earliest years in school.

Our approach includes:

- Promoting independence and resilience.
- Developing communication and social skills.
- Supporting emotional regulation.
- Building problem-solving skills.
- Developing life skills and self-help skills.
- Supporting positive transitions between classes and key phases.

Our goal is that all pupils leave Bridge Learning Campus as confident learners who are prepared for the next stage of education and life.

Teaching and learning for pupils with SEND

All pupils have access to a broad and balanced curriculum through high-quality teaching that is adapted to meet individual needs.

Adaptive practice may include:

- Explicit instruction.
- Visual supports.
- Adapted learning resources.
- Additional processing time.
- Pre-teaching of key vocabulary.
- Concrete learning resources.
- Assistive technology.
- Small-group teaching.

Targeted interventions may include:

- Read Write Inc and Fresh Start.
- Number Sense.
- Precision Teaching.
- Speech and Language programmes.
- Attention Autism.
- Lego Therapy.

- Sensory Circuits.
- Emotional literacy programmes.

Teaching and learning are monitored regularly to ensure pupils with SEND receive high-quality provision and make good progress.

Social and emotional development for pupils with SEND

We recognise that positive emotional wellbeing is fundamental to successful learning.

Our universal and targeted approaches include:

- Trauma-informed practice.
- Zones of Regulation.
- Pastoral support.
- ELSA and MELSA interventions.
- Social skills groups.
- Nurture-based approaches.
- Sensory support and regulation strategies.
- Safe, supportive environments across school.

Staff understand that some pupils with SEND may be more vulnerable and take proactive steps to promote inclusion, wellbeing and positive peer relationships. Bullying is not tolerated and concerns are addressed promptly.

Staff expertise in SEND

Our staff bring a wide range of SEND expertise and receive regular professional development to meet the needs of our pupils.

Areas of expertise include:

- SEND leadership.
- Speech, Language and Communication Needs.
- Autism.
- Emotional Literacy Support.
- Mental Health and Wellbeing.
- Social, Emotional and Mental Health needs.
- Adaptive Teaching.

Training regularly includes:

- Autism awareness.
- Trauma-informed practice.
- Makaton
- Links with Outreach teams in Lansdown and Briarwood
- Communication and language development.

- ADHD awareness.
- Emotional regulation.

Inclusive classroom strategies.

Working with external professionals

Working with External Professionals

We work collaboratively with a range of services to ensure pupils receive the support they need. These include:

- Educational Psychologists.
- Bristol Autism Team.
- Speech and Language Therapists.
- Occupational Therapists.
- Physiotherapists.
- School Nursing Service.
- CAMHS.
- Learning Support Services.
- Local Authority SEND Team.
- Outreach and Inclusion Services – Lansdown & Briarwood.

- These professionals provide advice, assessments, training and direct support where appropriate.

At Bridge Learning Campus, we are proud of our inclusive ethos and our commitment to ensuring every pupil feels valued, supported and successful. We believe that through strong partnerships with parents, carers, professionals and pupils themselves, we can identify and remove barriers to learning and help every child thrive.

Our ambition is that all pupils, regardless of need, develop the confidence, independence and skills required to succeed both in school and beyond