

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

Bridge Learning Campus is an all-through school, and we are committed to being an inclusive environment where every pupil is valued and respected. Our SEND provision is designed to ensure that pupils with special educational needs and disabilities can access a broad and balanced curriculum, participate fully in school life and enabling them to reach their full potential.

We expect the vast majority of pupils' needs to be met through high-quality adaptive teaching in the mainstream classroom, with additional targeted support provided where appropriate. Pupils with SEND are supported by their tutor and year team first and foremost, with some pupils receiving additional support from the SEN team where appropriate. All staff work collaboratively to ensure pupils have the support and environment needed to thrive.

The SEND team:

SENDCO – Mrs Carly Berry cberry@blc.school

Deputy Head for inclusion – Mrs Marie Hazel mhazel@blc.school

SEN support manager – Mrs Faye Lewis flewis@blc.school

Additional needs curriculum lead – Miss Natasha Peters npeters@blc.school

SEMH lead – Miss Lisa Cains lcains@blc.school

Our inclusion policy can be found on the website:

<https://bridgelearningcampus.org.uk/key-information/policy-documents/>

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

Bridge Learning Campus strongly values partnership with parents/carers and we believe a strong collaborative approach between home and school, supports pupils to thrive. Parents/carers are involved regularly through contact with tutors, Heads and Deputy Heads of Year, pastoral teams and the SEND department. There is also regular communication through newsletters and termly reports and daily updates via class charts.

SEND staff are available at parents' evenings, and outcomes and targets are set in conjunction with parents/carers so that they understand their child's next steps and can support progress. For pupils with EHCPs, parents/carers contribute to the annual review alongside the pupil, SENDCo and relevant professionals.

If we have concerns regarding a pupil's progress, attitude or behaviour we always contact the parent/carer to discuss these concerns and consider if additional support is needed.

We are always happy to hear from parents/carers and encourage you to get in touch if you have any worries or concerns. In the first instance you should contact your child's tutor or class teacher as they are the key people who have the most up to date information, following this you can contact the head of year if you need further support.

If you still have concerns regarding your child's special educational need, you can contact the team via this form and we will be in touch with you to discuss your concern. [Parent Concern Form \(for secondary pupils\) – Fill out form](#)

Any complaints will be managed in line with the school's complaints policy which is available on our website:

<https://bridgelearningcampus.org.uk/key-information/policy-documents/>

How pupils are involved in their education

Pupils are central to the graduated response, and their views are really important to us when considering support needs. When the SENDCo assesses a pupil, the pupil's views are gathered alongside information from parents/carers and staff, observations and progress data. Pupils with EHCPs take part in annual review meetings with parents/carers, the SENDCo and relevant professionals.

Pupil learning plans are used where appropriate to make needs, strategies and targets clear to the adults supporting the pupil. These plans are reviewed three times throughout the year, and pupils and parents/carers are invited to contribute each time. We also encourage pupils to speak to their tutor and class teachers regarding what is working well for them and any additional support they may need. The school's approach is focused on developing independence in pupils to prepare them for adulthood.

As a school, we regularly collect pupil voice to understand the views of our pupils and how we can continue to make their educational experience as successful and fulfilling as possible.

The graduated approach at Bridge Learning Campus

Before starting at Bridge Learning Campus, we will collect data from previous schools as part of the transition process to ensure we understand attainments levels, learning, behaviour and any other details regarding barriers to learning.

All pupils, regardless of SEND, have access to a broad and balanced curriculum through high-quality teaching. Where concerns have been raised either via parents/carers, pupils and/or school staff regarding a pupil's progress, we follow a graduated response as follows:

1. Identify and assess – information is gathered from previous schools/settings, progress data, classroom practice, parents/carers, pupils and staff. Where appropriate, the SENDCo observes the pupil and commissions specialist advice.
2. Plan – high-quality adaptive teaching is identified first. Where further support is required, appropriate school-based provision and outcomes are agreed with the pupil and parents/carers.
3. Do – provision may include faculty-based academic intervention, small-group support, personalised behaviour strategies, specialist support, Exams Access Arrangements, Teaching Assistant support, or individual/group withdrawal where appropriate.
4. Review – progress is monitored and the effectiveness of provision is reviewed. Academic data is entered four times a year. EHCP outcomes and pupil learning plans are monitored three times a year, with an EHCP annual review meeting.
5. Escalate where needed – if concerns remain after intervention and support, the SENDCo considers whether there may be an undiagnosed significant learning difficulty and coordinates external specialist support where necessary. An EHCP assessment may be considered once an assess, plan, do, review process has taken place over a period of at least six months.

Parents/carers and pupils are involved in every step of the graduated response, and we strongly encourage parents/carers to get in touch if there are questions around the process.

Pupils with an EHCP will have their plan reviewed annually or earlier if appropriate, alongside the parent, pupil and local authority.

Preparing pupils for adulthood

BLC has high aspirations for all pupils and aims to develop independence, confidence and the skills needed for successful adult life. Additional provision is designed, wherever possible, to help pupils become independent learners rather than dependent on adult support. Pupils are supported to develop skills for learning and to access the full curriculum.

Transition is a particular focus: as an all-through school, BLC provides enhanced transition from Primary to Secondary, including transition days and extended transition opportunities for pupils with SEND joining at any age. In Key Stage 4, pupils with SEND may receive additional support with next steps, including CV writing, work experience, further education applications and careers

events. We also ensure that post-16 placements are thoroughly considered so we are confident that pupils are moving on to provisions that will support them to thrive.

Teaching and learning for pupils with SEND

Here at BLC teachers will be delivering high-quality teaching every day to all pupils and are skilled in adaptive practice and strive to support pupils to achieve the best possible outcomes. The National Curriculum is taught in ways that respond to pupils' diverse needs, sets suitable learning challenges and overcomes potential barriers to learning. BLC expects most SEND needs to be met within the mainstream classroom through high-quality adaptive teaching. Strategies may include chunking, access to paper copies of information presented on the board, use of a laptop and other adaptations. Where pupils have more complex needs, individual or small-group intervention may be provided. Some pupils with EHCPs may have in class support from a teaching assistant who will be working closely with the teacher and supporting the pupil to access learning and build independence.

Pupils who may need additional support from teachers in lessons, will be identified by teaching staff and referred to the SEND team for investigation to identify barriers and needs. This could mean a plan of support is created called a pupil learning plan with a pupil being added to the SEND register. This plan will be written in collaboration with the pupil and parents and be reviewed regularly. All staff will use the information within the plan to provide high-quality additional support in class. Some pupils may have specific intervention outside of the class with either a teaching assistant or, in some cases, external specialists such as speech and language therapists.

The interventions on offer are delivered by a highly skilled team and are reviewed regularly to ensure they are effective in supporting pupils to move forward. Where a pupil is not making expected progress in an intervention, they may be referred to external specialist and, in some cases, an application made for an Education and Health care plan (EHCP).

Some of our interventions include:

- Precision teaching
- ELSA
- Speech and language support
- Social skills and positive interactions
- Teaching regulation strategies
- Literacy and Numeracy catch up
- Nurture based activities to support mental health and well-being

In some cases, pupils may need to access a quiet, safe space and this can be arranged on an individual basis dependant on need. The best place for every pupil is in lessons

learning; however, we understand that sometimes pupils may need additional support to co-regulate when they become overwhelmed. Those pupils will be able to access additional support through our team of skilled staff who are on duty all through the day.

Pupils who have additional support as their normal way of working may be referred for access arrangements during year 10. This will involve an external assessment to identify the most appropriate support for exams in line with pupil needs and views.

Pupils who have mobility needs can access all areas of the school via lifts that are in each area, please contact your child's tutor if there are mobility needs that we need to be aware of. There are disabled toilets on every floor for pupils who need to access them.

Social and emotional development for pupils with SEND

Support for children with social, emotional and mental health worries comes from many different staff including tutor and year team. For children who require support from more specialist staff on site, the SEMH team will assess the type of support needed. The team provides targeted group interventions and bespoke 1:1 support through programmes such as Thrive, working with key stakeholders to identify needs, use appropriate approaches and monitor impact through the graduated response.

BLC also has an on-site counselling service, weekly support from the NHS Mental Health Support Team and access to the school nursing team.

Where additional support may be needed for pupils, the team may make referrals to external agencies such as CAMHs.

If you have concerns regarding your child's mental health, you can get support through the following places:

- <https://www.youngminds.org.uk/>
- <https://www.kooth.com/>
- School nursing team 0300 124 5816 sirona.bristolschoolnursing@nhs.net

Staff expertise in SEND

All staff receive SEND training on a regular basis to ensure they have the most up to date knowledge and skills to support pupils both in and out of the classroom. Staff are supported to read and apply the information about pupils' specific needs and this is quality assured by the teaching and learning and SEND team. Staff are offered regular refresher training in specific areas of need such as Autism and ADHD.

The SEND team provides specialist leadership and advice across the school. The secondary SEND team is led by Carly Berry, SENDCo, supported by Faye Lewis, SEND support manager and Natasha Peters, Additional needs curriculum lead.

Within our team we also have an Autism champion, Emotional literacy support assistant, speech and language higher level teaching assistant and a literacy champion who support a range of pupils across all year groups.

The SEMH team is led by Lisa Cains, SEMH lead and mental health first aider, alongside specialist mental health and inclusion mentors. Staff expertise is developed through planned in-service training, teacher peer support, communication and consultation with SENDCos, and training provided by the Local Authority and other agencies.

Working with external professionals

BLC works with and commissions external professionals where specialist advice or assessment is required. The SENDCo coordinates external support agencies such as Educational Psychologists, the Bristol Autism Team and the Sirona's speech and language team.

The school also works with the NHS Mental Health Support Team, school nursing services and on-site counselling provision. Where appropriate, the school signposts or refers families to services including Sirona services for autism and ADHD assessment. BLC's SEND offer sits within the Bristol local offer: <https://www.bristol.gov.uk/residents/people-and-communities/children-and-families/send-local-offer>

- Bridge Learning Campus is committed to being an inclusive school where pupils with SEND are supported to access the full curriculum, participate in school life and develop as independently as possible.
- We value working in partnership with pupils and their parents/carers and will continue to listen, review provision and work with families and relevant professionals to ensure that support is appropriate and focused on positive outcomes.