



The Bridge School SEND Information Report 2025-2026

In accordance with the Children and Families Act 2014 all schools are expected to publish information about their provision for special educational needs and disabilities (SEND). This includes the 'Local Offer', which helps parents/carers understand what services can be expected from a range of local agencies.

Frequently Asked Questions

1. What kinds of Special Educational Needs does the school make provision for? What type of provision do we make and how do they know it works?

Types of need	Examples of support in our school	How we check it is working
Cognition And Learning	<p>Small classes. High adult to child ratios. Personalised targets for pupils. Experienced staff team. Staff trained in communication approaches.</p>	<p>Regular assessments of personal targets. Review of EHCP. Progress meetings.</p>
Physical Difficulties And PMLD	<p>Support for physical difficulties, provision of physiotherapy services and support for motor programmes. Experienced staff team. Use of total communication approach for example Makaton, objects of reference photographs and symbols, on-body signing. Provision of speech therapy and communication targets.</p>	<p>Regular review of communication targets. Monitoring and support by school team. Review of EHCP.</p>
Complex medical needs	<p>Experienced staff team. No onsite nursing but we aim for close liaison with the Special School Nursing Team. Support for feeding difficulties. Speech and Language therapist experienced in dysphasia. Ongoing CPD for staff.</p>	<p>Personalised targets and planning for individuals. Staff evaluations of training Review of EHCP</p>
Sensory difficulties	<p>Staff experienced and trained In Visual Impairment and Hearing Impairment. Access to Birmingham Sensory Support Services f</p>	<p>Personalised targets and planning for individuals. Staff evaluations of training. Review of Statements/EHCP. Visiting Teacher of the Deaf and Teacher of the Visually Impaired as required.</p>
Autistic Spectrum Conditions	<p>Staff experienced and trained Ongoing CPD for staff Sensory diets/circuits</p>	<p>Regular assessments of personal targets Review of EHCP</p>

Our pupils may have any combination of the above.

We accept pupils from referring Local Authorities with the vast majority coming from within Birmingham.

2. How does the School identify and assess Special Educational Needs?

All our pupils have SEND and an Education Health and Care Plan. Very occasionally we are asked to admit pupils who are still in the process of receiving an assessment. We assess the effectiveness of our provision through the statutory EHCP process and the monitoring of all aspects of education and care provision in school.

3. Who will work with my child or young person and how often?

The class/subject teacher will work with your child on a daily basis to ensure progress is achieved. Teaching assistants will also deliver activities that have been planned by the class teacher.

4. What training does the staff in school have in relation to pupils with Special Educational Needs?

Many of our teachers and support staff have a great deal of experience working with children with SEND. For staff who are new to the school we offer induction and training including Safeguarding, Manual Handling, Communication, Team Teach, ASC.

The school places an emphasis on the continual professional development and all staff receive regular additional training to support all pupils. We have a schedule of training across the year, including ASC, teaching and learning, safeguarding, phonics, reading, specific needs strategies, medical training.

5. Will staff be given time to plan and prepare materials, activities and lessons to enable my child or young person to access the curriculum?

Our teachers have access to planning, preparation and assessment (PPA) time to ensure all students learn. Our curriculum is specifically adapted to ensure we apply an effective child centered approach to learning providing a broad, balanced and relevant curriculum meeting your child's needs. This curriculum is regularly reviewed to ensure it meets the needs of our pupils. Special adaptations to the curriculum are made to ensure personalisation in relation to individual circumstances if required.

6. How does the school know how much progress is being made with pupils with Special Educational Needs?

We have robust systems of baseline assessments, recording data, target setting and tracking of progress in place. All pupils are set targets as their next step of learning. These targets are regularly reviewed and once achieved, a more challenging target will be set. Targeted intervention is in place for all pupils who we feel are making less than expected progress.

7. What opportunities will there be for me to discuss my child's progress with the staff?

Regular parents/carer evenings/review meetings take place and parents can arrange meetings at other times to discuss progress. We hold two formal parent/carer consultation evenings a year plus an EHCP review meeting. Contact between home and school is encouraged through the use of home/school diaries and Class Dojo. Pupil reports are provided annually.

8. How are parents of children and young people with SEND involved in the education of their child?

Ongoing dialogue and discussion is encouraged between home and school. We are happy to meet with parents as often as necessary to ensure that they are happy with the education their children are receiving.

There are a range of opportunities both formal and informal for parents to come into school. These range from parents' evenings, EHCP annual review meetings and special assemblies. We hold regular parental engagement activities where parents/carers can come into school to take part in activities with their child or see what their child has been working on during the topic. Class teachers are happy to speak to parents regularly on the phone and all pupils have a home/school diary.

9. How are pupils with Special Educational Needs involved in their own education?

Wherever possible we will include our pupils in their education by encouraging them to participate in review meetings, whether that is by talking with them outside of the meeting to ascertain their views or by them taking part in the meeting itself.

We also have a student council; pupils are voted onto this each year in the Autumn term by their peers. They meet regularly and have the opportunity to influence decisions.

10. How do you communicate with those whose first language is not English or who use alternative communication methods other than the spoken word?

Teachers also use specific styles of teaching which are designed for pupils with English as an additional language. We use a total communication approach to meet the communication needs of our pupils.

11. How will you prepare and support children joining the school or to move to the next stage of education?

The arrangements for transition vary dependent on the stage in their education that pupils are at.

On entry to school the transition is planned on an individual basis with parents and their child. If a pupil is coming to us from a different school, we will try to visit them in their current setting and if possible attend their final review. For pupils starting in September, transition visits are arranged in the summer term. All prospective pupils and parents will have the opportunity to come to the school for a transition event in the summer term. Similar visits are arranged for pupils moving to secondary school once a school is identified on their EHCP.

Through ECHP meetings we work with pupils and families to identify their aspirations for adulthood and provide support for working towards this.

12. What information will be provided to a child or young person's new setting, school?

Discussions with the new setting take place in the summer term of a pupil's final year at The Bridge School. One identified, progress levels and pupil specific information is shared and transition visits organised.

13. Does the School have a Special Educational Needs Co-ordinator, if so who are they and how can someone get in touch with them?

Ms Sally Rowley, Deputy Head Teacher is the school's designated SENCO. She can be contacted via the main school telephone number, 0121 464 8265.

All parents also have the opportunity to discuss issues with class teachers.

14. Do you offer any parent/carer training or learning events?

Parent/carer training events have been offered throughout previous academic years and the school continues to encourage the involvement of parents/carers in training opportunities. Parental Engagement Workshops take place regularly throughout the year. We run parent workshops on approaches used in school that will help parents/carers support their child at home. We ask parents what events/training/workshops they would like offered and use this feedback to plan our offer.

15. What extra-curricular activities can a pupil with Special Educational Needs access at School?

We run a number of extra-curricular/enrichment activities for our pupils for example: lunchtime club and choir.

16. How are the Board of Directors and Local Academy Council Members (governors) involved?

Our governors take a keen interest in all aspects of school. There are 5 Local Academy Council meetings a year to ensure that members are up to date with all aspects of school e.g. curriculum, progress, attendance etc.

17. How does school get more specialist help for pupils if they need it?

We have access to a team of professionals who can offer specialist advice, these include nurses, occupational therapists and speech and language therapists. We work very closely with all the professionals as well as parents/carers to ensure we offer the best provision.

If we need to we will also work with other agencies for example Forward Thinking Birmingham, Social Care and Health, Educational Psychologists, Behaviour Specialist and the Communication and Autism Team.

18. If a parent or a child with SEND has a complaint about the school, how does the governing body deal with the complaint?

We have a complaints policy however in the first instance we would encourage parents and carers to contact the Head Teacher to discuss the complaint.

19. Who are the support services that can help parents with pupils who have special educational needs?

SENDIAS, a parent support service, is available to help parents through the assessment process and can also help facilitate school visits and offer advice. SENAR is the department within the LA that manages the assessment process.

20. How can parents find the Birmingham Local Authority's Local Offer?

Birmingham's Local offer can be found at www.localofferbirmingham.co.uk

21. What support is in place for looked-after children and previously looked-after children with SEND?

We have a designated teacher for looked-after and previously looked-after children who works with staff to make sure that teachers understand how the pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported in much the same way as other children with SEND. However, LAC pupils will also have a personal education plan (PEP). We will make sure that the PEP and EHCP plans are consistent and compliment one another.

22. What support is available for me and my family?

If you have questions about SEND and additional needs, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Birmingham's Local SEND Offer www.localofferbirmingham.co.uk

There are many charities that offer information and support to families of children with additional needs such as:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)