

	<p>Admission Policy</p>	
	<p>Introduction</p> <p>The Bridge SEN School is committed to providing outstanding educational opportunities for all our students. A Division of Right Support Management Limited, The Bridge SEN School provides an education and social programme allowing young people to improve their education and personal autonomy, but also attend social and creative activities helping them to learn social skills, maintain good health, and prepare towards independence and employment. Our carefully constructed pathway courses allow our attendees to make friends and develop these vital abilities at a relaxed, focussed pace.</p> <p>Provision</p> <p>For students with SEND who experience barriers to learning, The Bridge SEN School is committed to meeting the needs of a wide range of students with varying learning needs often complex and severe. These needs will relate to specific learning difficulties including autism, mental health problems, and physical and mental needs. While many students may have a ‘primary need’ there may also be a number of additional special needs that can act as a barrier to learning. Our expertise provides students with the support they require to progress in life autonomously.</p> <p>For young people and adults with a range of moderate, severe, profound and complex special needs, as well as those who have mild special needs, the Bridge SEN School offers a range of differentiated programmes tailored to the individual’s need and with a focus, where possible, towards independent living, voluntary employment, apprenticeships and paid employment.</p> <p>Admission</p> <p>The Bridge SEN School is able to meet the needs of 14-25 years old students who have a range of learning disabilities to include: severe and complex, sensory and physical, autism and challenging behaviour. The local Authority has responsibility for providing all supporting documentation including learner’ most recent Education and Health Care Plan (EHCP) when consulting with The Bridge SEN School about the appropriateness of a placement for individual students. Any placement at The Bridge SEN School will be the result of careful consideration of the students’ needs.</p>	

	<p>Arrangements</p> <p>In considering a placement, The Bridge SEN School will review all relevant paperwork and make arrangements for the parents and student to visit the school. If the parents/guardians are unable to come to the school, then the assessment can take place either at the student’s home or at another mutually agreed location. If it is felt that the school can meet the needs of the student, the Academic Manager will inform the local authority and, when appropriate, arrange an assessment where the student can be assessed by staff of the Bridge school (For details of the assessment please see the Assessment policy).</p> <p>Upon successful completion of the assessment a start date can be agreed in consultation with the local authority. Students who have placements at The Bridge SEN School have the support of a special educational needs (SEN) statement or an EHCP. During this time a decision will be made about the appropriateness of an EHCP. For all students SEN statements and EHC plans are reviewed annually and the parents/carers are invited to attend and contribute to the meeting. Where parents are unable to attend and give permission for the meeting to go ahead, the reports are shared with them and they are invited to express their views which can be added to the final reports. If at any time, parents/carers feel that their child’s SEN statement of EHCP should be amended, a meeting can be held and recommendations or amendments can be recorded and requested to the local authority. For students who are new to the school, an interim meeting is held between the SENCO, class teacher and parent. Discussion takes place around how the student has settled, agreeing individual learning focus, health needs and ensuring that the transition for the students is as successful as possible. The new EHCP is completed at the review meeting. Each review after this one is considered to be a transition meeting where plans can be updated.</p> <p>Parents and carers are asked to support school policies and guidelines to include the School’s exclusion policy. While every effort is made not to exclude a student from regular group lessons by seeking to meet the needs of every individual, the policy will be followed where necessary.</p> <p>A copy of our school prospectus and essential policies are provided to parents and carers.</p> <p>The academic manager is responsible for updating this policy.</p>	
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