

# THE BRIDGE SEN SCHOOL

## Prospectus 2023/2024



# Welcome

The Bridge SEN School an independent school for young adults with special needs aged 14-25. We offer academic and related services for students with autism, ADHD, dyslexia, learning disabilities and challenging behaviour to help them prepare for adulthood and develop independence. The Bridge (SEN) School is a subsidiary of Right Support Management Ltd.

This brochure is designed to give parents/carers information about the school, its aims, ethos, policies, organisation and curriculum.

We have a strong team of staff who are committed to providing a high-quality learning environment where children can achieve their full potential. Our team of trained teachers and specialists works hard to ensure that everyone receives personalized education and an enjoyable learning experience. We are accredited by well-known institutions including ASDAN and PEARSON. In addition to instruction in academic subjects, students have the opportunity to participate in art, sports, indoor and outdoor recreational activities and also work experience programmes.



**Edith Eneanya-Bonito**

# Mission Statement

Underpinning our ethos The Bridge SEN School is a 'personal growth towards independence' model of teaching, whereby each pupil is educated through various techniques, both formally and informally, to achieve their developmental milestones. Our model of teaching of teaching drives our vision to educate our pupils socially, morally and intellectually. We believe that everyone has potential, and that developing this through rich curricular experiences in an exciting environment that fosters creativity, development and ambition, is deeply beneficial. The Bridge SEN School is a hub of high expectations, standards and creative flair which ensures that all students have the potential and development goals. The graphics represent the activities that student is expected to engage in order to achieve these expected outcomes. According to the progress the student makes, they can reduce the activities that he/she is already familiar with and replace them with areas that still require a little work.

Pathway-Stage 1	Pathway-Stage 2	Pathway-Stage 3
Maintaining Good Health	Maintaining Good Health	Maintaining Good Health
Education and Learning	Education and Learning	Education and Learning
Friendship, relationship and being part of my community	Friendship, relationship and being part of my community	Friendship, relationship and being part of my community
Independent living and housing	Independent living and housing	Independent living and housing
Preparing for and finding employment	Preparing for and finding employment	Preparing for and finding employment

# Mission Statement

<b>Maintaining Good Health</b>	<p>I have developed independence with my personal hygiene</p> <p>I am able to dispose off rubbish in a safe manner</p>	<p>By the end of the programme, the child or young person will have responded to social stories. Staff request and stop doing unhygienic activities related to use of hand and toilets appropriately.</p> <p>By the end of the programme the child or young person will be able to dispose of rubbish in agreed places by following adult care instruction about safe places and systems to dispose off rubbish</p>
<b>Education and Learning</b>	<p>I am able to follow adult instructions</p> <p>I am able to write my first name on the computer</p> <p>I am able to recognise £1 coins</p> <p>I am able to remain in the learning environment</p>	<p>By the end of the programme, the child or young person will be able to listen to adults who have directed him/her to positive changes and accepted this changes calmly.</p> <p>By the end of the programme, the child or young person should be able to write his or her name independently on the computer.</p> <p>By the end of the programme, the child or young person will be able to select £1 from other coins while shopping.</p> <p>By the end of the programme, the child or young person will be able to inform an adult the he/she has wishes to leave and then will be offered a learning break.</p>
<b>Friendship, relationships, and being part of my community</b>	<p>People supporting me understand how I communicate and ensure that I use the most effective techniques so that I can be understood by others.</p> <p>I am able to initiate conversation with new people</p>	<p>By the end of the programme, the child or young person will be using communication tools independently and efficiently and be understood by others. The child or young person will be demonstrating his/her ability to transfer learning into different settings, including game/living and community environments.</p> <p>By the end of the programme, the child or young person will be able to develop relationship between peers in a new educational setting where he/she will learn their names and work in small groups with his/her new peers</p>
<b>Independent living and housing</b>	<p>I have developed friendship in my new setting</p>	<p>By the end of the programme, the child or young person will be able to develop relationship between peers in a new supported living environment by sharing common interests, eating together and sharing some leisure time together</p>
<b>Preparing for and finding employment</b>	<p>I understand what type of work I want to pursue.</p> <p>I understand what type of work related skills and routines.</p>	<p>By the end of the programme, the child or young person will have a vocational profile, which can be used to explore a range of realistic work opportunities</p> <p>By the end of the programme, the child or young person will have evidence of his/her work based on skills and a plan to seek a regular work based activity in the chosen vocational area to broaden his/her work related learning.</p>



# Our Vision

Our vision is to create an inclusive and nurturing environment that empowers every learner to reach their full potential. We believe that we can celebrate and embrace the diversity of our learners, foster an inclusive environment where every learner feels accepted and valued, focus on holistic development by addressing academic, social, emotional, and physical aspects. We strive to Provide a comprehensive and personalized curriculum that caters to individual learning styles and the needs of our learners. Developing and implementing Individualized Education Programs (IEPs) for learners, outlining specific goals and strategies, we support their unique needs.

The also promotes independence and empower our learners to build life skills that contribute to their overall well-being. Collaborating with external professionals, therapists and fostering strong partnerships with parents, guardians, and caregivers. We ensure a collaborative approach to the education and well-being of each student.

Creating a physically and emotionally safe environment for our learners to feel secure and supported is vital to us, as it is Implementing positive behaviour support systems and strategies to address challenging behaviors.

We also create opportunities for our learners to participate in community activities and events. Our staffs explore assistive technologies that can support the learners in overcoming learning challenges. Robust transition plans facilitate a smooth transition for students from school to post-school life, including further education, vocational training, or employment.



# Our Aims

Our aim for the learners are:

- To make sure they are comfortable with the school environment.
- To make sure the learners have conducive environment that is Risk free from accident
- To make our learners contribute positively to the school and community
- To always engage them with multi-sensory activity at all time
- To make them feel safe and secure in school and the community
- To also support them emotionally and academically in order to make them transit into the community and become independent.



# Our Curriculum



We believe that every disabled young person and those with SEN should have access to high quality range of activities which helps them discover and maximise their potential. This has inspired our curriculum to be designed in such a way that helps student develop skills, equip themselves with knowledge, discover who they are and importantly have fun

## Our curricular activities include

- Music Class
- Arts and Craft
- Yoga and Relaxation Class
- Fitness
- Personal Social Health Education (PSHE)

- Communication Skills
- Science/Sexual Health
- Maths & Numeracy
- Cooking Class
- Drama Skills
- Karoke Session
- Sensory Exploration

- Dance Therapy
- Speech & Language Therapy
- Literacy and Reading Skills
- Computing Skills
- Offsite Learning Skills for independence
- Work experience

Our aim is to give participants the space to make their own choices and take ownership of what they achieve. Students will be studying how to function appropriately and efficiently in modern society, and how to live as independently as possible. To help them communicate, they will have access to a range of portions and engage in a variety of activities which ensure there is plenty of opportunity to practice.



# Application Process

When a decision is made that educational input for a learner is required, a referral form is completed by the funding authority and relevant documentation is sent to The Bridge so as to provide insight on the needs of the individual. Following this, a face-to-face assessment is arranged whereby our staff will meet with individual to carry out a comprehensive assessment of needs, so as to ensure that the right placement is determined. The educational support and attention is used for the small steps which lead to a fulfilling and independent future for individuals, with proper consideration taken of their cognitive abilities, sensory/motor skills and behaviour, communicative abilities, physical abilities/disabilities and their overall independence. After the assessment a Learning Assessment Profile (LAP) is prepared highlighting the outcomes of the assessment and providing details to understand and facilitate the development of the particular student. The LAP is then sent to parents and the local authority and once funding has been approved by the local authority, the learner is able to start their education and growth with us. Transitioning to a new environment will result in changes to routines and structures which may sometimes be challenging, time-consuming and occasionally even frustrating for some students. The school therefore creates a unique transition programme to ensure each learner comfortably adjusts to their new life at school.



# Our Staff

Edith Eneanya-Bonito - Principal

James Nuttall - Academic Manager & Head Teacher

Jennifer Lewin - School Administrator

Qais - IT Technician

Jennifer Okemba - Receptionist

Ritamary Meze - Marketing Officer

# Our Governors

Don Okoro

Lynn Nuttall

Tracey Eldridge

Freda Jacobson

Nwamaka Akukwe - Parent Governor

John Babalola

Adesola Sewo

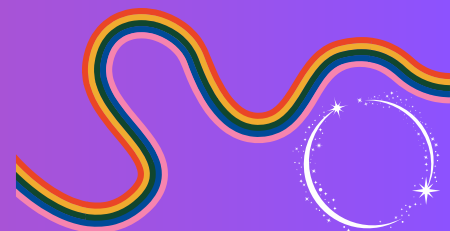
Rossella Zappariello





# School Day and Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Ready to learn</b> Managing routines Greetings Timetables OT Exercises Literacy/Numeracy/English/maths C/I C/L SEMH S/P I	<b>Ready to learn</b> Managing routines Greetings Timetables OT Exercises Literacy/Numeracy/English/maths C/I C/L SEMH S/P I	<b>Ready to learn</b> Managing routines Greetings Timetables OT Exercises Literacy/Numeracy/English/maths C/I C/L SEMH S/P I	<b>Ready to learn</b> Managing routines Greetings Timetables OT Exercises Literacy/Numeracy/English/maths C/I C/L SEMH S/P I	<b>Ready to learn</b> Managing routines Greetings Timetables OT Exercises Literacy/Numeracy/English/maths C/I C/L SEMH S/P I
<b>News and Media</b> ICT/Literacy Using adaptive communication to share news, ideas and opinions School newspaper Filming/recording Geography/History C/I C/L SEMH S/P I	<b>Cooking</b> Following instructions Numeracy/Literacy Good health Safety/Using equipment Keeping things clean and tidy Motor skills C/I C/L SEMH S/P I	<b>PSHE</b> Sexual health/Hygiene Beliefs Citizenship Cultural Studies Wellbeing Relationships C/I C/L SEMH S/P I	<b>Work Skills</b> Arts and Crafts Enterprise Science Motor skills Following instructions Safety/using equipment C/I C/L SEMH S/P I	<b>Personal skills / Communication</b> Self expression Sensory exploration Numeracy Communication Choices Tolerance of others C/I C/L SEMH S/P I
<b>Fruit Break</b> C/I SEMH S/P I	<b>Fruit Break</b> C/I SEMH S/P I	<b>Fruit Break</b> C/I SEMH S/P I	<b>Fruit Break</b> C/I SEMH S/P I	<b>Fruit Break</b> C/I SEMH S/P I
<b>Sports</b> Self regulation Community skills / Social interaction Motor skills SEMH S/P I	<b>Work Skills</b> Work experience in or outside of college/volunteering Litter/cleaning/gardening/office skills Travel training C/I C/L SEMH S/P I	<b>Swimming</b> Self regulation Community skills / Social interaction Motor skills SEMH S/P I	<b>Park / Community excursion</b> Self regulation Community skills / Social interaction Motor skills SEMH S/P I	<b>Park / Community excursion</b> Self regulation Community skills / Social interaction Motor skills SEMH S/P I
<b>Lunch and Choosing</b> C/I C/L SEMH S/P I	<b>Lunch and Choosing</b> C/I C/L SEMH S/P I	<b>Lunch and Choosing</b> C/I C/L SEMH S/P I	<b>Lunch and Choosing</b> C/I C/L SEMH S/P I	<b>Lunch and Choosing</b> C/I C/L SEMH S/P I
<b>Shopping</b> Planning /Making a list Budgeting /Ordering/shopping C/I C/L I	<b>Communication</b> Sharing snacks/drinks prepared Sitting at a table together Conversation starters Book club/ music review Using SLT adaptive resources C/I C/L SEMH S/P I	<b>Self-Assessment</b> ICT/Literacy Evaluation of work Making a CV Planning futures/dream and ambitions C/I C/L SEMH S/P I	<b>Yoga &amp; Sensory exploration</b> C/I SEMH S/P I Self regulation Community skills Social interaction Motor skill	<b>Community excursions</b> Bowling/trampolining/cinema/cafe Safety Social skills Relationships Health and wellbeing C/I C/L SEMH S/P I
<b>Music</b> C/I C/L SEMH S/P I Self regulation / Social Interaction				
<b>Reading and Shared Attention</b> C/I C/L	<b>Reading and Shared Attention</b> C/I C/L	<b>Reading and Shared Attention</b> C/I C/L	<b>Reading and Shared Attention</b> C/I C/L	<b>Sensory Exploration</b> C/I C/L
<b>Evaluation</b> Preparation for home C/I C/L SEMH S/P I	<b>Evaluation</b> Preparation for home C/I C/L SEMH S/P I	<b>Evaluation</b> Preparation for home C/I C/L SEMH S/P I	<b>Evaluation</b> Preparation for home C/I C/L SEMH S/P I	<b>Evaluation</b> Preparation for home C/I C/L SEMH S/P I





# A student's Journey at The Bridge SEN School

## 1. INTAKE ASSESSMENT AND REFERRAL

- Referral of student
- Assessment of student
- Preparation of LAP

## 2. TRANSITION

- The Bridge SEND School prepare a transition plans.
- The transition plan is approved
- The student begins the transition period
- The transition is adjusted according to the student need on performance
- The student successfully completes his/her transition

At the Bridge, each student can stay for as long as they wish until they are over the age 25. During this time, through the support of teaching staff and dedicated care workers, The Bridge will continue to deliver practical and emotional support in order to enable people who use the school to maximise their own potential and live more independently. As they progress through the school learners will have the chance to choose potential career paths or opportunities for future work.

## 3. LEARNING AND DEVELOPMENT

- Outcomes are set for the student
- The student begins attending the school regularly
- Termly reports are produced to chart his/her progress
- Learner start to consider future employability opportunities

## 4. STEP DOWN

- The student's progress while attending the Bridge is reviewed
- A plan for the student's transition is constructed & approved
- The student leaves the Bridge

# Bullying

Bullying is not tolerated at The Bridge SEN School. There are very few incidents of bullying here, and if they do occur they are dealt with immediately and are taken extremely seriously. All learners are taught how wrong bullying is and as part of PSHE and communication education they are taught how to request help. Our Anti- Bullying policy is available on request.



**James Nuttall**  
**Designated Safeguarding**  
**Lead Officer**



# Safeguarding

At The Bridge SEN School we take our learners safety seriously. We believe that every student should feel safe whilst at our school. All students should be treated with respect, dignity and courtesy, regardless of their age, race, sex or religion. We will not tolerate abusive or aggressive behaviour from anybody towards any students or members of staff. The Safeguarding officer, or the welfare officer can be spoken to regarding any issue of student safety. Our safeguarding, complaints, behaviour and SEN policy are all available on our website. <https://www.thebridge-school.co.uk/policies/> please contact the school if you wish to see any of our other policies.



# Attendance & Absence

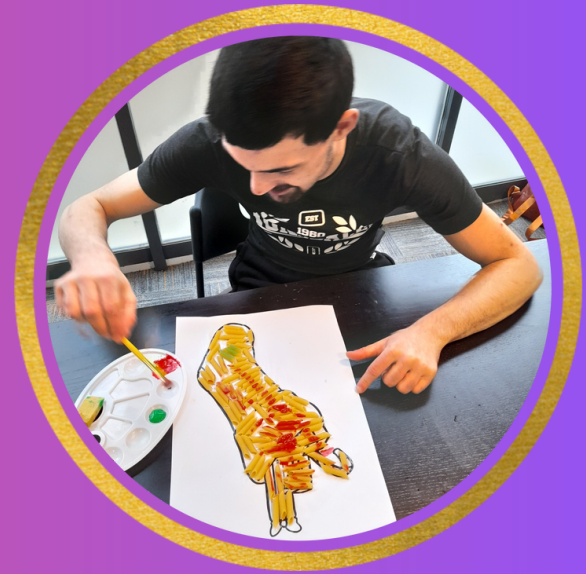


Attendance in school is very important which is used for records and supervision, we placed our set target to be 90%. We ensure to make learners enjoy coming to school but due to the disabilities of a learner he/she might be absent from school because of one challenge or the other he/she might have encountered the previous night. And this leaves us concerned of what the problem may be, we try as much as possible to contact the family to know why and we also plead with the family to always put a call across to the school if the learner is not coming to school.



# Scheme of Work

Each learner has their own individual scheme of work create to help them achieve their specified outcomes. This is created after the initial assessment and regularly to help ensure that the student's focus is maintained, keeping them challenged and geared towards maximum achievement .



## Sensory

Our centres have their own sensory rooms and make use of recognised sensory equipment. This allows clients to experience relief in a calm and relaxing environment, and to use the equipment to regulate their own sensory needs.





# Transport

The Bridge SEN School has its own transport and is able to pick up learners from their home, and take them back at the end of each day. This service can be shared with clients from similar location.



# Compliants



It is important that all parents and guardian feel supported and know whom to contact should they have a problem. this helps to allow any such problems to be resolved efficiently and effectively. Staff at The Bridge SEN School are committed to providing high quality education in a caring environment for each and every child. Problems may occasionally arise involving a child and, whilst we appreciate that parents will be naturally protective of their own children, we would ask that all adults remain calm when resolving issues. Parents must always refer their concerns to the school directly. Parents and carers have a positive and invaluable role to play in education. We wish to encourage a genuine exchange of views and information, and to promote a climate of mutual support with our joint endeavours. The school's complaints policy and procedure can be found on our website. If you would like to contact the chair of governors, please speak to the school office to request their contact details.





# Contact Details



**Telephone number**

**0207038587**

**24/7 Line**

**07377879761**



**Email address**

**admin@thebridge-school.co.uk**



**Website**

**www.thebridge-school.co.uk**



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