

School Prospectus

2025/2026



Welcome

The Bridge SEN School is an independent specialist provision for young people aged 14–25 with special educational needs. We support learners with autism, ADHD, dyslexia, learning disabilities and behavioural needs, providing a structured and supportive environment that prepares students for adulthood and promotes the development of independence.

The Bridge SEN School is a subsidiary of Right Support Management Ltd. This prospectus is intended to provide parents and carers with an overview of the school, including our ethos, aims, organisation, policies and curriculum.

Our school is supported by a dedicated and experienced team of staff who are committed to creating a positive, inclusive and high-quality learning environment. Through the expertise of our trained teachers and specialist staff, we ensure that each learner receives a personalised educational programme designed to support their individual strengths, needs and aspirations.

The school is accredited by recognised organisations, including the National Autistic Society, ASDAN and Pearson. In addition to academic study, students are encouraged to participate in a range of enriching opportunities such as art, sport, indoor and outdoor recreational activities, and structured work experience programmes. These experiences support the development of practical life skills, confidence and readiness for life beyond school.



Edith Eneanya-Bonito - Principal

Mission Statement

Underpinning our ethos, The Bridge SEN School follows a “personal growth towards independence” model of teaching. Each pupil is supported through a range of formal and informal techniques, enabling them to achieve their individual developmental milestones.

This approach drives our vision to educate learners socially, morally, and intellectually. We believe that every student has potential, and that nurturing this through rich and engaging curricular experiences within a stimulating environment fosters creativity, ambition, and personal development.

The Bridge SEN School is a centre of high expectations, strong standards, and creative learning, ensuring that all students are guided towards achieving their personal goals. The graphics included illustrate the activities in which students are expected to engage in order to reach these outcomes. As learners progress, activities in which they have gained confidence may be reduced and replaced with new challenges, allowing continued development in areas that require further support.

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

Mission Statement

	Maintaining Good Health	Education and Learning	Friendship, relationship, and being a part of my community	Independent living and housing	Preparing for and finding employment
Learners Progress	<p>I have developed independence in managing my personal hygiene.</p> <p>I can dispose of rubbish safely and responsibly.</p>	<p>I can follow adult instructions.</p> <p>I can type my first name on a computer.</p> <p>I can recognise £1 coins.</p> <p>I can remain engaged in the learning environment.</p>	<p>The people supporting me understand my communication style and help me use effective ways to be understood by others.</p> <p>I can initiate conversations with new people.</p>	<p>I have developed friendships in my new setting.</p>	<p>I understand the type of work I would like to pursue.</p> <p>I understand the work-related skills and routines required.</p>
End of Program	<p>By the end of the programme, the learner responds to social stories, follows staff guidance, and uses appropriate hygiene routines for hand and toilet use. By the end of the programme, the learner disposes of rubbish safely in designated places following adult guidance.</p>	<p>By the end of the programme, the learner follows adult guidance and responds positively to changes, independently types their first name confidently on a computer, identifies £1 coins when shopping, and can inform an adult whenever they need a short break.</p>	<p>By the end of the programme, the learner uses communication tools independently and applies these skills across different settings, including school and the community. By the end of the programme, the learner develops relationships with peers, learns their names, and participates in small group activities.</p>	<p>By the end of the programme, the learner develops relationships with peers in a supported living environment by sharing interests, meals, and leisure activities.</p>	<p>By the end of the programme, the learner will have a vocational profile to support exploration of realistic work opportunities. By the end of the programme, the learner will have evidence of their work-related skills and a plan to engage in regular work-based activities within their chosen vocational area.</p>

Our Vision

At The Bridge SEN School, we aim to create an inclusive and nurturing environment that empowers every learner to achieve their full potential. We celebrate and embrace the diversity of our learners, fostering a community where every individual feels accepted, valued, and supported.

We focus on holistic development, addressing academic, social, emotional, and physical growth. Our comprehensive and personalised curriculum caters to individual learning styles and needs. Through Individualised Education Programs (IEPs), we set specific goals and strategies to support each learner's unique requirements.

We promote independence and empower learners to develop essential life skills that enhance overall well-being. By collaborating with external professionals, therapists, and building strong partnerships with parents, guardians, and caregivers, we ensure a coordinated approach to each student's education and welfare.

Creating a physically and emotionally safe environment is central to our ethos. We implement positive behaviour support systems and strategies to address challenging behaviours while providing opportunities for learners to engage in community activities and events.

Our staff explore assistive technologies to support learning and overcome challenges. Robust transition plans ensure a smooth progression from school to post-school life, whether that involves further education, vocational training, or employment.

Our Aim for the Learners:

- To ensure learners feel comfortable and confident within the school environment.
 - To provide a safe and risk-free environment that supports wellbeing.
 - To encourage learners to contribute positively to the school and wider community.
 - To engage learners consistently through multi-sensory activities.
 - To help learners feel secure both at school and in the wider community.
 - To support learners emotionally and academically, preparing them to transition successfully into the community and develop independence.
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Our Curriculum

We believe that every young person with SEN or a disability should have access to a high-quality, diverse range of activities that help them discover and maximise their potential. This belief inspires our curriculum, which is designed to develop skills, build knowledge, support self-discovery, and, importantly, ensure learners enjoy the process.

Our Curricular Activities



Our aim is to give learners the space to make choices and take ownership of their achievements. They develop the skills to live independently and function confidently in society, with access to activities and resources that support communication and provide opportunities to practise.

Our Curriculum

E	8:55-10:00	10:00 – 10:20	10:20-10:30	10:30 - 11:30	11:30 - 12:00	12:00-12:50	12:50 – 13:50	13:50 -14:10	14:10 - 14:50	14:50-15:00	
M	Ready To Learn	Phonics	Break	Community excursion	Recreation/ PE	Lunch	Cooking	Reading and Shared Attention	Music Self-Expression & Sensory exploration C/I C/L SEMH S/P I	Home Time prep and evaluation	
	8:55-10:00	10:00 – 10:20		10:30 - 11:30	11:30 - 12:00		12:50 – 13:50	13:50 -14:30	14:30 - 14:50	14:50-15:00	
T	Ready To Learn	Phonics		Literacy	Recreation/ PE		PSHE	Literacy	Sensory Play/ OT	Reading and Shared Attention	Home Time prep and evaluation
	8:55-10:00	10:00 – 10:20		10:30 - 11:30	11:30 - 12:00		12:50 – 13:50	13:50 -14:30	14:30 - 14:50	14:50-15:00	
W	Ready To Learn	Phonics		Swimming			Yoga	Numeracy	Reading and Shared Attention	Home Time prep and evaluation	
	8:55-10:00	10:00 – 10:20		10:30 - 11:30	11:30 - 12:00		12:50 – 13:50	13:50 -14:30	14:30 - 14:50	14:50-15:00	
T	Ready To Learn	Phonics		PSHE	Sensory Play/OT		Numeracy	Arts & Crafts	Reading and Shared Attention	Home Time prep and evaluation	
	8:55-10:00	10:00 – 10:20		10:30 - 11:30	11:30 - 12:00		12:50 – 13:50	13:50 -14:30	14:30 - 14:50	14:50-15:00	
F	Ready To Learn	Phonics	Literacy	Recreation/ PE	Numeracy	Community excursion	Sensory Play/OT	Home Time prep and evaluation			
	8:55-10:00	10:00 – 10:20	10:30 - 11:30	11:30 - 12:00	12:50 – 13:50	13:50 -14:30	14:30 - 14:50	14:50-15:00			

This timetable is an example of a typical week for one class. Activities and timings may vary between weeks and between different classes.

Application Process

When it is determined that a learner requires educational support, a referral form is completed by the funding authority and relevant documentation is sent to The Bridge SEN School to provide insight into the individual's needs. A face-to-face assessment is then arranged, during which our staff conduct a comprehensive evaluation to ensure the most appropriate placement is identified.

Educational support is tailored to the small steps that lead to a fulfilling and independent future, taking full account of each learner's cognitive abilities, sensory and motor skills, behaviour, communication, physical abilities, and overall independence. Following the assessment, a Learning Assessment Profile (LAP) is prepared, outlining the outcomes and providing guidance to support the learner's development.

The LAP is shared with parents and the local authority, and once funding is approved, the learner begins their education and personal growth at The Bridge.

We recognise that transitioning to a new environment can bring changes in routines and structures that may be challenging or frustrating for some learners. To support this, the school implements a tailored transition programme to help each learner adjust comfortably to their new school life.

Our Team

Owner

Edith Eneanya-Bonito

School Team

Principal - Edith Eneanya-Bonito

Deputy Principal – Priya Parthiban

Headteacher – James Nuttall

Compliance & Welfare Officers – Maryanne Orakah & Femi Alalade

School Administrator – Lucia Han

IT Technician – Waleed Ibrahim

Governors

Don Okoro

Lynn Nuttall

Tracey Eldridge

Freda Jacobson

Nwamaka Akukwe

John Babalola

Adesola Sewo

Student Journey

Step 1. Referral & Assessment

- Student is referred by funding authority
- Assessment of individual needs
- Learning Assessment Profile (LAP) prepared
- Transition plan drafted & approved



Step 2. Transition

- Student begins transition period
- Transition plan adjusted to individual needs
- Student completes transition into full-time attendance



Step 3. Learning & Development

- Student attends school regularly
- Termly progress reports produced
- Practical and emotional skills developed
- Opportunities to explore career paths and future work
- Ongoing progress reviews



Step 3. Step Down & Future Planning

- Next steps plan constructed and approved
- Student leaves The Bridge with pathway for further education, employment, or independent living

Bullying & Safeguarding

Bullying is not tolerated at The Bridge SEN School. Incidents are rare; however, any occurrence is addressed immediately and taken very seriously. Learners are supported to understand that bullying is unacceptable and, through PSHE and communication education, are taught how to seek help when needed. Our Anti-Bullying Policy is available upon request.

At The Bridge SEN School, the safety and wellbeing of our learners is a priority. We believe that every student should feel safe, supported, and respected while at school. All learners are treated with dignity, respect, and courtesy, regardless of age, race, gender, or religion.

Abusive or aggressive behaviour towards students or staff is not tolerated. Any concerns relating to student safety can be raised with the Safeguarding Officer or Welfare Officer.



James Nuttall - Head Teacher & Designated Safeguarding Lead Officer

For more information about our policies on bullying and safeguarding, please visit our website. If you have any questions, please contact us using the details provided on the website.

www.thebridge-school.co.uk

Attendance & Absence

Regular attendance is important for both learning and safeguarding. The school aims to maintain an attendance target of 90%. We work to ensure that learners enjoy coming to school and feel supported in the learning environment.

However, we recognise that due to individual needs or circumstances, some learners may occasionally be absent. When a learner is absent without prior notice, the school will contact the family to understand the reason and ensure the learner's wellbeing.

We kindly ask families to inform the school if their child is unable to attend, so that appropriate records can be maintained and support can be provided where necessary.

Scheme of Work

Each learner follows an individualised programme of learning designed to support them in achieving their identified outcomes. This programme is developed following an initial assessment and is reviewed regularly to ensure that each learner remains engaged, appropriately challenged, and supported to achieve their full potential.

Our centres include dedicated sensory rooms equipped with recognised sensory resources. These spaces provide learners with the opportunity to relax in a calm and supportive environment, helping them to regulate their sensory needs and support their overall wellbeing.

Transportation

The Bridge SEN School provides its own transport service, enabling learners to be collected from home and safely returned at the end of the school day. Where appropriate, this service may be shared with learners who live in the same or nearby areas.

Complaints

It is important that all parents and carers feel supported and know who to contact if they have any concerns. Clear communication helps ensure that any issues can be addressed promptly and effectively. Staff at The Bridge SEN School are committed to providing high-quality education within a caring and supportive environment for every learner.

We recognise that concerns may occasionally arise and understand that parents and carers will naturally wish to advocate for their child. We kindly ask that any concerns are raised directly with the school so that they can be managed calmly and constructively. This allows us to work together to find positive solutions. Parents and carers play a vital and valued role in a child's education.

We encourage open communication and a genuine exchange of information to promote a strong partnership between home and school. Our complaints policy and procedures are available on the school website. If you wish to contact the Chair of Governors, please speak with the school office, who will be able to provide the relevant contact details.

Contact Details



Website
www.thebridge-school.co.uk



Landline & Mobile
0207038587 & 07377879761



Email Address
info@thebridge-school.co.uk



School Address
Rear of 2A Bensham Manor Road, CR7
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Building Bridges to Brighter Futures

- The Bridge SEN School

