



The Bridge SEN Information Report Annual Review July 2026

I am proud to know that my son is in a school that not only teaches pupils but generally helps and cares for him.

AR February 2024

The outstanding support they have given my daughter and also to myself ...they always keep me involved.

Parent View May 2024

A SEN Information Report is written to take into account the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014. The report will be updated annually or more often to respond to any key changes in the year to reflect the school's provision.

The report will share current provision within:

The Bridge School

The Bridge School offsite provision (based at Wrockwardine Wood Infants)

School staff details are on the [website](#). The school contact details are also on the [website](#) where you will be able to access senior management and/or your class teacher.

Which broad area of special educational needs does The Bridge School provide for?

We are a maintained day special school for children aged 5-16 years for pupils with severe and profound learning difficulties. Children access provided with an appropriately paced and differentiated curriculum. There are some part-time nursery places for children with profound/complex/medical needs who are non-ambulant in our specialist class.

The school has a small number of pupils currently within the 6th form (16-19 years) with profound/ complex/medical needs who are non-ambulant in our specialist class.

Information on the admissions to our school can be found on our [website](#).

At The Bridge School, the pupils' identified needs are complex and significant in the area of cognition and learning (severe learning difficulties or profound and multiple learning difficulties) as described in the SEND Code of Practice. Pupils may also have associated needs in the areas of social, emotional and mental health and communication and interaction (autistic spectrum

This school is
life-changing
for pupils.

Ofsted 2025

disorder and/or speech and language difficulties). In addition, pupils may have sensory or physical difficulties.

What are the school's policies for the identification and assessment of pupils/students attending the school?

Most children who attend our school have been assessed through the Education, Health and Care Needs Assessment process so they already have an Education Health and Care Plan (EHCP) in place prior to admittance. Some children may be under statutory assessment having their special educational needs identified for an EHC Plan. Further information on the process of assessment through the Local Authority for an EHCP is available on the Telford and Wrekin website www.telford.gov.uk on the SEND Local Offer pages.

From the long-term outcomes in their EHCP each child in school will have short term outcomes that are set and reviewed with parents over time.

Each child is assessed over time at school. The school has developed a bespoke skills and knowledge progression, which has been carefully planned and sequenced for pupils working at a non-subject specific (Early Development)/ subject specific level learning providing progression linked to the National Curriculum. Teachers may extend or add smaller steps linked to the pupils' needs.

We link with other professionals as appropriate to a child's needs for further assessment. For instance, with Speech and Language Therapists for advice on communication and interaction; with Occupational Therapists or Physiotherapists for guidance on physical needs or with the Sensory Inclusion Service for assessment of sensory needs.

As a special school we are not required to have a SENCo; families can speak directly with their child's teacher and/or senior management as needed about their child's progress.

What is the provision for pupils/students at The Bridge and how is it evaluated?

Our school has a wide range of facilities and tailored learning environments so we can be highly responsive to pupils' needs.

We continually evaluate our provision and adjust it accordingly to a child's needs.

Each EHC Plan states the type of personalised provision for each child or young person.

Our provision is based on a strong vision that:

Our School is a place where everyone is treated with dignity, respect and is of equal worth.

We have a highly effective learning community.

We believe that all staff have a responsibility to meet the needs of all the pupils/students at The Bridge.

This vision is underpinned by strong values which have been compiled by the staff with input from governors and also parents through the governing body.

Pupils make exceptional progress educationally, personally and socially.

Parents agree. One comment summed up the views of many when they stated, 'My child is doing things that I never thought possible.'

Ofsted 2025

Our key purpose is the construction, delivery and constant improvement of quality learning experiences appropriate to the needs of all our pupils/students.

To achieve our vision, we aim to:

Create a happy and secure learning environment where all pupils'/students' needs are met and where achievements and successes are recognised and praised.

Ensure that all the EYFS/National Curriculum/statutory curriculum guidance is delivered to all pupils/students.

Ensure that ICT is an essential vehicle to access and enhance the curriculum and communication for our pupils.

Ensure that e-safeguarding is paramount in keeping all members of the school community safe.

Provide all staff with training and development opportunities to enable effective practice.

Promote the pupils'/students' spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.

Help pupils/students acquire the knowledge, skills and confidence to enable them to lead as full, interesting and independent lives as possible.

Develop pupils'/students' personal responsibility and encourage decision making and choice, enabling them to communicate through whatever means appropriate.

Provide a wide range of age-appropriate learning experiences which are both exciting and challenging.

Offer opportunities of working co-operatively alongside others, developing friendship and respect.

Provide pupils/students with relatable experiences of their own and others' religious and cultural backgrounds and values.

Foster relationships with parents/carers and other professionals/stakeholders.

Ensure that remote learning, if required, is supported through resources, activities, online access and regular teacher calls.

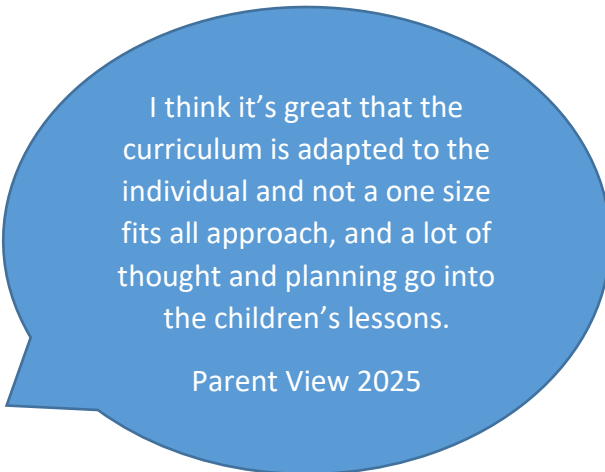


Thank you for the best first week at school any parent can wish for. You and your staff have made us both feel at ease.

Parent Comment 2023

Curriculum

Further details of all areas of our school curriculum and assessment processes can be accessed on our website ([EYFS](#), [Primary](#), [Secondary](#)). The school has developed a bespoke skills and knowledge progression, which has been carefully planned and sequenced for pupils working at a non-subject specific (Early Development)/ subject specific level learning providing progression linked to the National Curriculum. Teachers may extend or add smaller steps linked to the pupils' needs. The core focus of The Bridge Curriculum is engagement and the development of communication, understanding and personal and social development.



I think it's great that the curriculum is adapted to the individual and not a one size fits all approach, and a lot of thought and planning go into the children's lessons.

Parent View 2025

Osted 2025 stated: 'Since the previous inspection, the school has worked tirelessly to strengthen and further develop its offer. The school's curriculum is now extraordinary'.

Staff

Staffing levels are enhanced so that pupils are usually taught in classes up to 14 with a teacher and at least one level 3 teaching assistant and an appropriate number of additional teaching assistants to meet the needs of the class group.

The school receives advice from a range of health professionals in order to meet the needs of the students as assessed by the appropriate professionals. We also work closely with our health and social care colleagues to implement the [SEN Code of Practice 2015](#). We meet with the managers of the services to ensure that joint working practices are consistent.

We have a school improvement plan and evaluate this throughout the year. There are link governors for all aspects of the plan, and this supports the evaluation of our progress towards any aims. We also have a school evaluation each year to highlight progress and achievements.

"I think all the staff are wonderful, understanding and empathetic and always try and ensure your child is involved and engaged in their lessons and allow them to make independent choices ... The staff are always polite when needing to contact for any reason and I find the home/school diary very informative and useful." Parent View 2025.

What training do staff have in relation to the needs of pupils/students at The Bridge?

The Bridge School is highly committed to ongoing training of staff. We have a dedicated Training Co-ordinator and an Assistant Training Co-ordinator. They track all staff training, ensuring it is up to date and statutory duties are met.

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have a core training programme related to their work. Training is specifically related to the needs of the children in our school and as required by statutory guidance.

Other staff continue to gain a range of certificates to mark their commitment to courses such as Higher-Level Teaching Assistant, Paediatric First Aid and Makaton.

We continue to commit to having qualified trainers in school for courses such as Safety Interventions, Makaton and Moving and Handling.

We always look for opportunities to bring highly regarded national/international speakers to The Bridge School for staff to be inspired and supported by in their work with our pupils. We have staff and students now trained in Books Beyond Words from Barry Carpenter so we can run Book Clubs in school. We have also had training for some staff on Sensory Stories from Joanna Grace.

Staff may access training face to face; through Teams or online training programmes including:

- ✚ Autism
- ✚ Dignity and Respect
- ✚ Equality Awareness
- ✚ Curriculum
- ✚ Phonics
- ✚ Get Moving; Get Healthy
- ✚ Play, Learning and the Brain
- ✚ Introduction to Child Psychology
- ✚ Exploring Books for Children
- ✚ Training in working with children with PMLD

Teachers will usually have accessed varied training, e.g. TEACCH, PECS, AAC, Intensive Interaction and Attention Autism. Support staff also access internal training with a wide programme covering key skills and knowledge.



The school is located in an easily accessible area with fantastic facilities and very well secured. All the staff I have interacted with are so friendly. We are very pleased our son is at this school.

Parent View 2022

How will the environment, equipment and facilities provide support for pupils/students at The Bridge?

The Bridge School is a purpose-built building and is fully accessible being on one level. In community areas, such as the swimming pool, there are accessible lifts. Please see our school tour (on the website) of different areas of the school for families to see what the facilities are like.

We have reviewed and enhanced curriculum resources to ensure that there is a wide range available to all children.

Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our [website](#) and is reviewed annually.

All parents/carers and families are welcome to visit the school prior to their child or young person attending.

What are the arrangements for consulting parents of children/young people at The Bridge and involving them in the education of their child?

“Communication between myself and my child’s class teacher and other staff has been great, working as a team” Parent View 2022.

Parents/Carers meet with teachers to set and evaluate the short-term outcomes for their child. They also contribute to the annual review meeting to amend the EHCP as needed. There is a Parent/Teacher evening for families too.

Further examples of Parent/Carer involvement may include:

- Initial visits to school
- Introductory meetings/Starting School Meetings
- Home/schoolbook for information exchanges and key messages
- Parent/Carer and teacher meetings including update from professionals
- Parent workshops and training
- Coffee mornings
- Parent/Carer/Teacher evening
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations

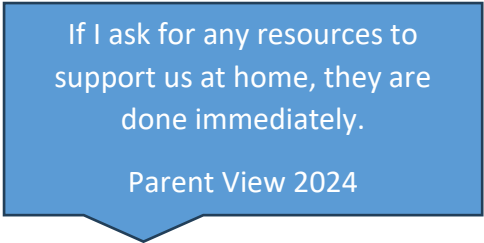
We deliver successful parent workshops which include:

- Makaton accredited courses for parent/carer
- Safe principles for moving and handling and manual handling
- Accessing the internet
- Using communication aids
- Eye Gaze
- Musical Technology
- Teaching various subjects
- Development of physical skills
- Developing early language and communication - led by Speech and Language Therapists
- Sensory integration principles
- Teaching of reading and phonics
- Developing writing skills
- Positive behaviour strategies
- Use of structured visual resources to support pupil in understanding and transition.
- Challenges of adolescence



As a parent, the opportunity to attend courses at school is great – really useful

Parent View 2024



If I ask for any resources to support us at home, they are done immediately.

Parent View 2024

The feedback from the courses is highly positive and can be seen on the Parent/Carer links on our [website](#) along with the new range of courses for this year. We encourage our parent/carers to share any ideas on what they would find helpful for workshops or courses.

“Excellent Communication from The Bridge School. We are always well informed regarding our child in school. I have benefited from training courses organised by the school.” Parent View 2025

What are the arrangements for consulting young people at The Bridge about, and involving them in, their education?

All children and young people in our school are treated with dignity and respect. There is full personalisation of the curriculum for each pupil/student so that they can access and experience success throughout their school life.

Parents shared 'I love seeing and hearing about his progress, and his personality being allowed to shine at Review Meetings!' 2024.

The School Council involves students in contributing and deciding on aspects of school life relating to their needs. They have told us some of their favourite things to do in school:

- Dance and Sing
- Swimming
- Dinner
- Outside
- Sensory Rooms
- Forest School
- School Trips
- Getting Stars!
- Horse Riding
- Computer
- Cooking Club
- Drawing
- Reading
- Art
- Colouring
- Music
- Play
- Gym
- Dressing up
- PE
- Building

The assessment and annual review process of Education Health and Care Plans includes the choices and views of pupils/students. Children and Young People are supported to give their views as below:

Pupil Views for Annual Review

My Views



My name is:



At school



I



like most:



I am



good at:



I want to



learn to:



Annual Review Date:



What are the arrangements for assessing and reviewing pupils'/students' progress towards outcomes?

Every child in school will have 12-month short term educational outcomes set for them. Parents/carers are involved in agreeing these outcomes. Progress towards the outcomes is reviewed formally with parents/carers on 6 monthly basis and through liaison with families across the year.

Monitoring of progress towards outcomes is continuous in the classroom.

If progress has been made to achieve the longer-term outcomes in the EHCP then amendments are requested so that the long-term outcome is updated.

Everyday my child makes me super proud.....he remembers everything and continues to make excellent progress. He loves coming to school.

Parent View May 2024

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at The Bridge?

The process for all complaints is made available in the parent handbook which is updated each year and sent out directly to families. The complaints procedure is also available on the [website](#).

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at The Bridge and in supporting their families?

The collaborative approach between school and parents is great.

Parent View 2024

The governing body are aware of the wide range of staff working together within the school to support the children, young people and their families. Some staff are employed directly by the school, others have different lines of management as can be seen below. The governing body consists of some professionals with backgrounds in health and public services and there is a consistent monitoring of practice to ensure that children and families' needs are met through meetings and reports.

School staff are employed directly by the school. This includes teachers, teaching assistants, personal care/hydro staff and lunchtime supervisors. The Administration Team, Training Coordinators and IT team are also school employees.

Other professionals work for a range of agencies – some are based within the school, others have office bases elsewhere and work in school on particular days or as necessary.

School Nurses, Speech and Language Therapists, Occupational Therapists and Physiotherapists are employees of Shropshire Community Health Trust. All these professionals work within school on training staff, advising staff, and working with children and young people who are on their case load. Each Service

assesses if a pupil meets their service criteria, and their assessment then guides the provision they provide for a pupil.

CAMHS LD team is now known as BeeU - Emotional Health and Wellbeing Service (EHWBS). There is a website that provides more information about the services – beeu.org.uk. Pupils may be referred to the service based on their needs and prior support and input. The service will assess if a pupil need meets their criteria and what service can be provided.

The Sensory Inclusion Service staff – Advisory Teachers - are employed by the Local Authority, not the school, and are based in the Education and Inclusion Team. They provide staff training and advice on individual children's needs based on assessment of need.

Transport to school is organised by the Local Authority not the school. Transport staff are employed by the transport companies. The LA also may, depending on criteria, provide parents with a personal transport budget. Parents can enquire if they want to explore transport and if the criterion for accessing the service is met.

There are Social Workers and Assistant Social Workers for children/young people with disabilities who are Local Authority Employees. Referrals can be made for assessment to see if a service can be provided.

Contact numbers for support services, described above, are within the parent handbook. If families have a query relating to these areas it is best to contact the professionals directly. This ensures that any message/queries/concerns from families are dealt with in the most efficient way.

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

All transitions are well planned for throughout school as children and students start school; move from class to class; phase to phase or to a new provision.

Parents/carers always have the opportunity to meet a new teacher and class staff particularly at parent evenings.

Students are increasingly supported in planning for their transition from school to adult life. Staff from Future Focus and the Transition Team work with pupils in school to get to know them and to advise both pupils/students and parents/ carers on what is available after leaving The Bridge.

We continue to have strong links with local provisions including the Willow Tree Centre (WTC) based at Telford College. Opportunities to visit the Centre are available for parents and students in their final year at The Bridge. There may be:

- Face to Face or Teams meetings between the current teacher, WTC staff, pupil and parent/carer.
- Use of personalised PowerPoint presentations that link photos of areas in The Bridge and at WTC with symbolised text, e.g. 'I like Horticulture at The Bridge and when I move to WTC I can work in the garden.'

Where is the information on the Telford and Wrekin's local offer published?

There is further detail on our school [website](#) and this links directly to the Local Offer for children with Special Educational Needs and Disabilities and their families on the Family Connect pages on Telford and Wrekin's website - www.telford.gov.uk.

There are also links from the school [website](#) to our neighbouring authorities Local Offers – Wolverhampton, Staffordshire and Shropshire for families who live in these areas.

If you have any queries or requests for policies or information relating to this report please contact the Acting Co-Head Teacher - Nicola Davis - on 01952 387108