



The Bridge
Clifton Centre

SEND Information
Report

2025 – 2026

Our Provision

Our Provision Vision

At The Bridge the well-being and development of each child underpins all that we do. We recognise that our pupils have often not experienced successes in their educational journey so far, and that we have a responsibility to ensure they have more positive experiences moving forward. Our aim is to support our children in understanding their difficult emotions, to help them develop strategies to manage these effectively, whilst simultaneously supporting them in becoming confident and resilient learners. Our hope is for our children to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst also focusing on the need to develop wider life and social skills that they can use to underpin their future development.

SEND Information

The Bridge Clifton Centre currently has 32 learners on their register (December 2025).

All learners attending The Bridge are considered to have SEND, and are placed on our SEND register, as they are receiving provision that is additional to and/or different from that of their mainstream peers.

Currently 26 learners (81%) have an EHCP; 100% of these have SEMH listed as their primary need, however there are additional needs and diagnosis's that also impact on their engagement with formal mainstream learning. In addition to this, 0 learner's (0%) are currently undergoing the EHC Needs Assessment.

Specific interventions are embedded into the core timetable, whilst the school adopts a PACE approach as part of the quality first teaching.

We have 2 children (6%) who are accessing a bespoke post 16 package, designed to strengthen core subject knowledge as well as exploring specific interests whilst completing ASDAN qualifications.

We currently have with another 6 children (19%) awaiting a specialist provision, and 6 learners (19%) are classed as EOTIS, being under the responsibility of the local authority.



Meet our SENCO



Our SENCO is Imogen Hopkins

If you would like to contact Imogen, please email imogenhopkins@tbap.co.uk or call the Clifton Centre on 01225 704374



Special Educational Needs

At The Bridge we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive provision with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

As a turnaround alternative provision, we work with children who have struggled to experience success in their mainstream setting. This could be for many different reasons, however whilst not exclusive, our primary area of need falls under the Social, Emotional and Mental Health category.



At The Bridge we work closely as a team and if staff have a concern about a child, these will be discussed with parents / carers as well as communicating these with the child's home school where necessary. In the first instance, we will consider what additional support can be put in place in our setting.

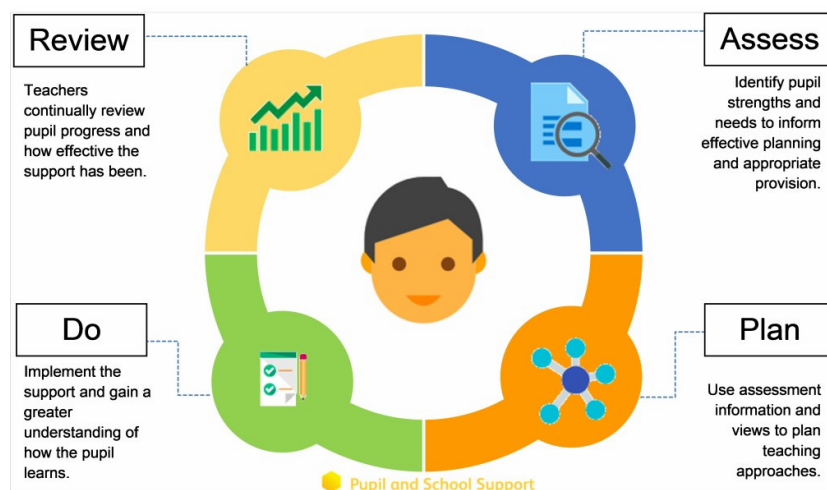
Identifying and Assessing Need

Through attending The Bridge, every child is considered to have SEN; requiring provision additional to or different from that of their mainstream peers; as such all children at The Bridge are placed on our SEN Register. We use this to monitor our children's progress and engagement, not only academically, but also socially and with consideration of external influences and emotional regulation.

Working with the home school, targets are set for our children to work towards; these are often reflective of the difficulties they experienced in their mainstream setting, and progress towards these are monitored closely by staff. Regular review meetings are held with the home schools and parents / carers to review these targets and establish whether a child is ready to leave The Bridge.

Academic targets are also set by the class teacher to ensure appropriate progress continues to be made whilst the child is attending The Bridge. These are monitored internally.

Some children may require more support than is ordinarily available and we may ask outside agencies, such as Speech and Language Therapy, to support us in ensuring that we are offering the best support we can. In the first instance, we liaise with the home school to ensure continuity.



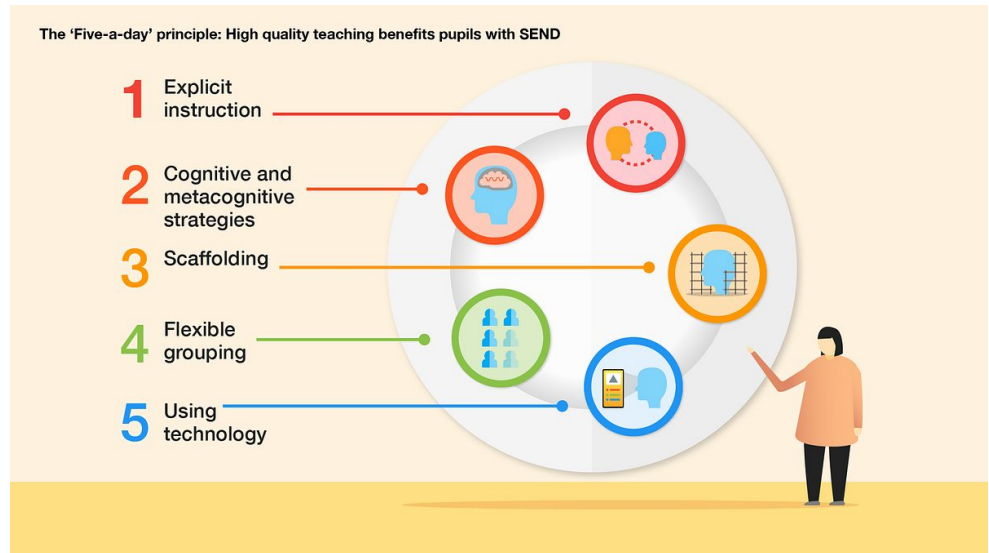
We are an inclusive provision, and although we consider all our children to be children with SEN, their needs vary considerably. Wherever possible children are taught alongside their peers in flexible teaching groups with a high ratio of adult support.

The class teacher adapts their high-quality teaching to cater for their

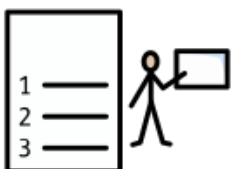
Our approach to teaching children with SEND

pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions either in small groups or 1:1 outside the classroom. Often 1:1 support is available within the classroom too.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching.



Curriculum adaptations

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.



Visual timetables



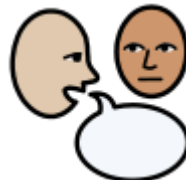
Task boards



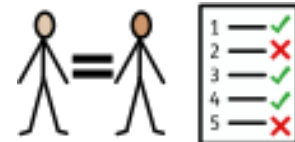
Peer mentoring



Assistive technology



Talk partners



Peer marking



Self-assessment



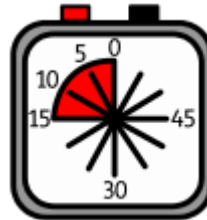
Word banks



Positive behaviour



Ear defenders



Timers



Explicit instruction

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations

At The Bridge we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We send progress reports home 3 times per year, and parents are invited to talk to us about these if they have concerns; Imogen (SENCO) is also available to discuss any concerns.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them when they are with us.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.

Much of this will be done informally and through our Learner Voice program, however children are aware of the targets they are working towards, and staff

hold frequent reflective conversations with the child about how they feel something has gone during the day.



Evaluating Provision

Review progress in SLT meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children’s individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children’s baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENCO.

Regularly using a tracking tool to update targets and measure progress.

Supporting home schools by attending annual reviews for children with Education Health Care Plans.



Staff Training

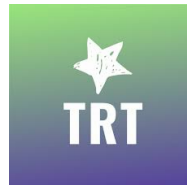
At The Bridge, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins The Bridge, we ensure they understand the systems within provision and they are given information about the children they are working with.

The senior leadership team, including SENCO, are constantly moderating needs within the provision and, where an area of concern is highlighted, whole provision training could be utilised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be implemented. Refresher training is also arranged in order to strengthen the team’s base knowledge and understanding.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.



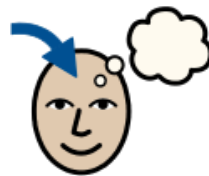
That Reading Thing



Talk About



Team Teach



Specific Learning Difficulties



Attachment



Nurture support



Trauma and ACEs



The Boxall Profile



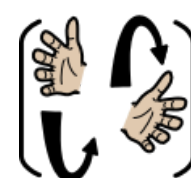
PACE



Bucket Time





Twinkl Phonics



Makaton



Many of our children start with us once the academic year has already begun. As a turnaround provision, we are highly experienced with both transitioning learners into our provision and supporting them in moving

<p>Transition Support</p>	<p>on to their next destination. We liaise with home schools to gather as much information as possible, understanding that whilst the child is new to us, they are not new to their educational journey, and as such will have experiences previously that we can learn from and develop. We meet with parents/carers to gain a wider understanding of the child, and to ensure the family as a whole feel heard and supported, recognising that everyone is involved in supporting the child. When moving on to their next destination, we ensure all information we have gained through working with the child is shared appropriately with the new setting. We support and sometimes facilitate the new setting in meeting the child. We celebrate the successes the child has had and work hard to ensure the transition is understood to be a positive move for the child.</p>
<p> Outside Agencies</p>	<p>Currently, all outside agencies are commissioned through the home school or local authority if learner is classed as EOTIS. If we recognise that a child would benefit from the support of an Educational Psychologist or Speech and Language Therapist for example, in the first instance we would discuss this with their home school. This is because children who attend The Bridge remain on roll with their home school, and the home school use The Bridge as an intervention to better support their learners.</p> <p>Where a child has previously had support from an outside agency, we will ask parents/carers permission for that team to share their reports with us if these have not already been shared.</p>
<p> Clubs and Trips</p>	<p>All our provision visits are available to all our children, and all children are encourage to attend our trips.</p> <p>All children are encouraged to apply for roles of responsibility at The Bridge e.g. site council, learner mentor, etc.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>Please read the provision’s accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our site.</p>
	<p>Your first point of contact is your child’s class teacher and/or the Phase</p>



Complaint Procedure

Lead.

If you are not satisfied that your concern has been addressed, then you may email the Executive Headteacher nikitaboydell@tbap.co.uk.



Wiltshire Local Offer

The Wiltshire Local Authority Local Offer can be found at

<https://localoffer.wiltshire.gov.uk/>

SEND Information, Advice and Support Service (SENDIASS)

01225 255 266

Education, Health and Care Plan Assessment Team

01225 712 620

Wiltshire Parent Carer Council

01225 764647

SEND Single Point of Contact

01225 712620

Social Care Early Support Assessment

0300 456 0108



Feedback

“My son really enjoys coming to The Bridge..., and since he’s been attending, he has learned to manage his behaviour much better. There are definitely fewer angry outbursts from him now, and he is always in a good mood when he comes out. The staff there are all amazing, and they all seem to know how to get the best out of him, so that he feels he’s achieved some learning every day!” – March 2024