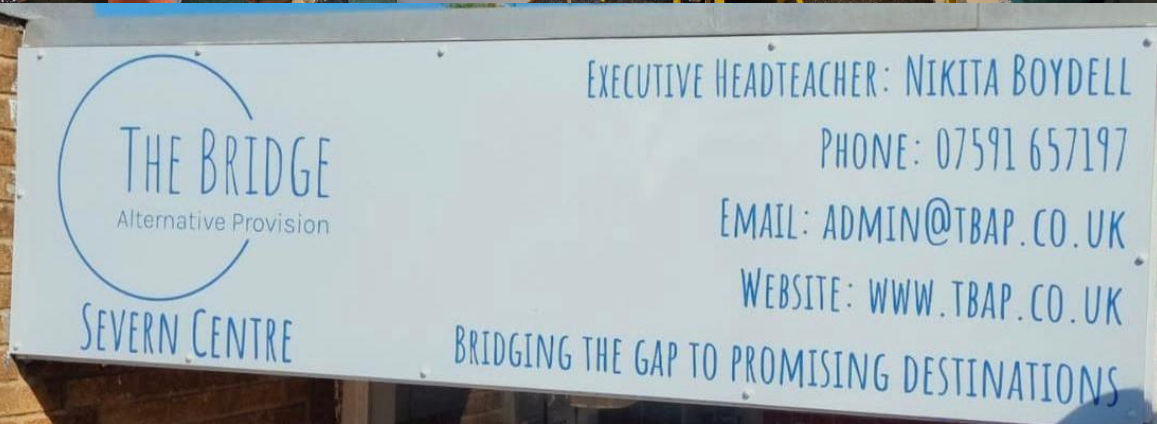


# PROSPECTUS

BRIDGING THE GAP TO PROMISING DESTINATIONS



THE BRIDGE  
Alternative Provision

SEVERN CENTRE

EXECUTIVE HEADTEACHER: NIKITA BOYDELL  
PHONE: 07591 657197  
EMAIL: ADMIN@TBAP.CO.UK  
WEBSITE: WWW.TBAP.CO.UK

BRIDGING THE GAP TO PROMISING DESTINATIONS



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## EXECUTIVE HEADTEACHERS WELCOME

Welcome to The Bridge - Severn Centre.

We are a small alternative provision school specialising in Key Stage 1 education and interventions. This provision has been open since February 2023 and I am very proud of the journey that the provision has been on. The school vision and values have been written and agreed by us all, showing how we are a united family on a learning journey together.

Our safeguarding ethos permeates the school as we care for the well-being of all our children and the development of the whole child. Pupils feel happy, safe and there are respectful teacher-pupil relationships. We provide high quality pastoral support. We are proud of the good behaviour at The Bridge and the calm, productive environments. Our governance team are visible in school and help offer support and challenge.

There is a commitment to improving outcomes for pupils by providing a high-quality education. Our curriculum is ambitious and provides pupils with real-life skills. We prioritise reading to support pupils to access the full curriculum and core texts are at the heart of our curriculum work.

We hope you are able to find the information you are looking for. Please do not hesitate to contact the school office on 01225 592777 if you require any further information.

Kind regards,

Nikita Boydell

Executive Headteacher

## EXECUTIVE SENIOR LEADERSHIP TEAM



**Nikita Boydell**  
Executive Headteacher  
*DDSL*



**Julie Catanach**  
Chief Operations  
Officer



**Sian Cox**  
HR Director



**Lynn Yendle**  
Executive Business  
Manager

## THE BRIDGE SENIOR LEADERSHIP TEAM



**Ethan White**  
Head of  
Education



**Juliet Maggs**  
Primary  
Curriculum  
Lead



**Marcus Griggs**  
Data Manager

## SEVERN CENTRE – SENIOR LEADERSHIP TEAM



**Michaela Smith**  
Head of Centre  
*DSL*



**Ethan White**  
Head of  
Education



**Juliet Maggs**  
Curriculum  
Lead



**Imogen Hopkins**  
Senior SENCo

## A MESSAGE FROM THE HEAD OF CENTRE

The Bridge - Severn Centre is a calm, friendly and unique school, where KS1 children can come and develop skills suitable for education and beyond, in a way that allows their unique personalities to shine through. Whilst students are nurtured and cared for in a safe environment, we also focus on bridging any gaps that they may have in their learning with a bespoke and adaptive curriculum suitable for students' individual needs. We encourage children to express their individuality - this enables them to be happy, while growing, progressing, and gaining confidence in their own abilities, so they can achieve in all aspects of their future.

## SEVERN CENTRE – TEACHING STAFF



**Liz Duffield**  
Primary Teacher



**Allison Watson**  
Higher Level TA



**Yasmin Roberts**  
Higher Level TA

## OUR VISIONS & VALUES

ACQUIRE, INSPIRE, ACHIEVE

### CELEBRATING THE VALUE OF 'FREE'DOM

We recognise, teach, and celebrate the value of freedom.

FREE articulates what we strive for in our learners!

Free to achieve, free to have opinions, free to be themselves, free from the effects of intimidation, from bullying and low aspiration.



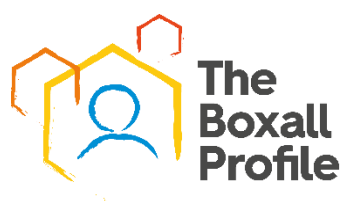
## WHO WE ARE

The Bridge is an alternative provision for young people with a range of complex needs and those who have been unable to access a mainstream classroom environment. At The Bridge we provide learners, from age 5 to 16, a therapeutic and holistic approach to learning; our Severn Centre supports KS1 learners. One that is conscious of their starting points, barriers and expected life outcomes.

Our provision aims to support students for as long as needed to ensure that at the end of their journey with us they are able to successfully transition into their next destination. We support a variety of learners, including those who need time out from their home school, who have been or are at risk of permanent exclusion and those awaiting a specialist school placement. We work with young people who have a wide range of barriers and difficulties including ADHD, SEMH, ASC, sensory issues, trauma and learning difficulties. As part of this work, we also support young people who have behavioural concerns and difficulties with their mental health.

We aim to restore young people self-confidence, self-esteem, self-control and self-motivation through a bespoke curriculum that is flexible at the point of delivery, providing care and support to young people with complex needs through broad and aspirational learning experiences.

Every day at the Bridge is a fresh start.

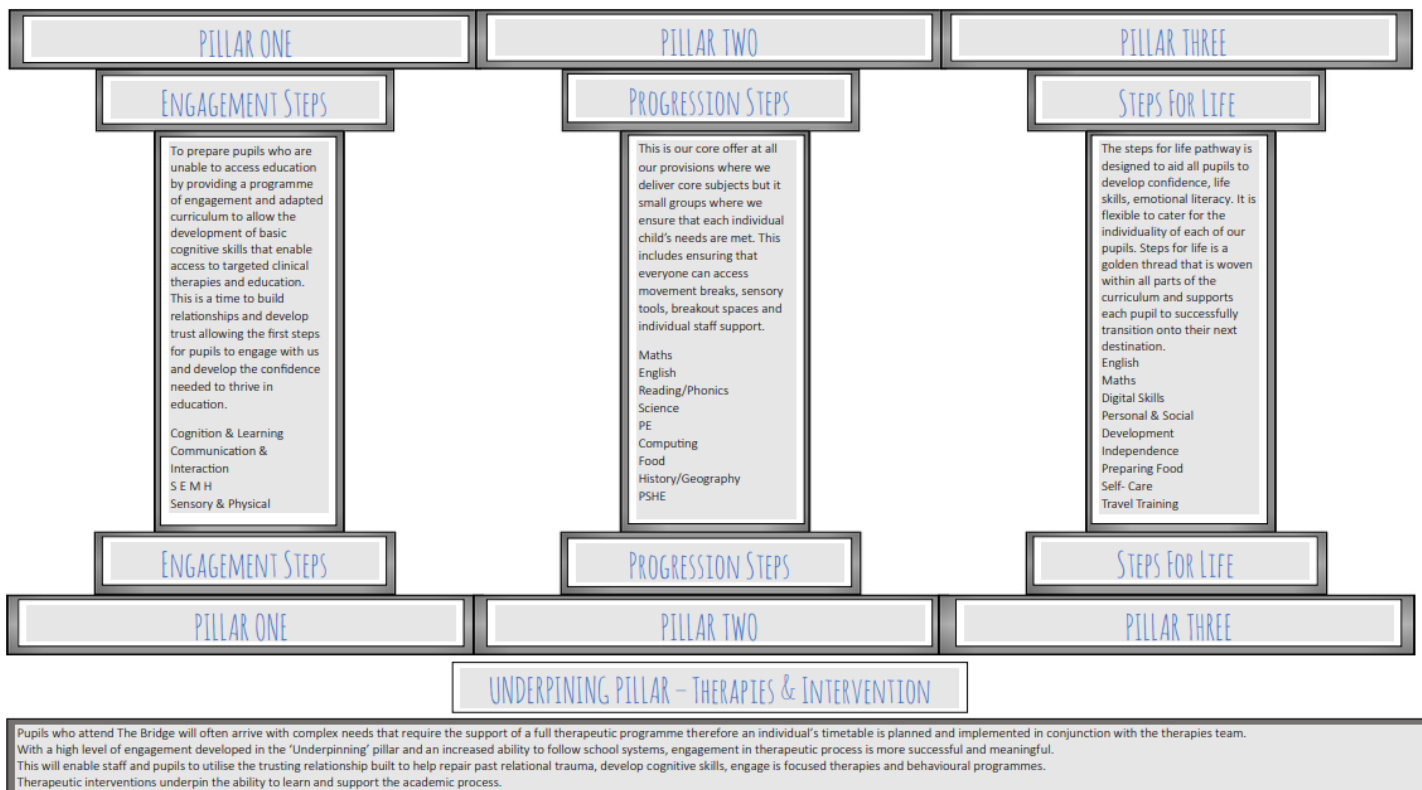


# WELCOME TO SEVERN CENTRE





## OUR CURRICULUM



Our model includes 4 curriculum pillars that prepare pupils to learn by ensuring their clinical/therapeutic needs, social and emotional needs and academic needs are met. Our aim is to ensure that each pillar is in place to underpin the formal academic learning whilst continuing to develop therapeutic strategies and social and emotional skills that allow the pupil to move successfully into adulthood.

- Underpinning Pillar: The students that attend The Bridge have experienced multiple and consistent difficulties in their educational history. Our embedded therapeutic approach, combined with the careful planning of timetables and sessions are the foundation of all we do, ensuring our students feel valued and respected by The Bridge. From this ground level, we build up to Pillars 1, 2 and 3.
- Pillar 1: Engagement Steps  
To prepare pupils who are unable to access education by providing a programme of engagement and adapted curriculum to allow the development of basic cognitive skills that enable access to targeted clinical therapies and education. This is a time to build relationships and develop trust allowing the first steps for pupils to engage with us and develop the confidence needed to thrive in education.
- Pillar 2: Progression Steps  
This is our core offer at all our provisions where we deliver core subjects but in small groups where we ensure that each individual child's needs are met. This includes

ensuring that everyone can access movement breaks, sensory tools, breakout spaces and individual staff support.

→ Pillar 3. Steps for Life

The steps for life pathway is designed to aid all pupils to develop confidence, life skills, emotional literacy. It is flexible to cater for the individuality of each of our pupils. Steps for life is a golden thread that is woven within all parts of the curriculum and supports each pupil to successfully transition onto their next destination.

With a high level of engagement developed in the 'Underpinning' pillar and an increased ability to follow provision systems, engagement in therapeutic processes is more successful and meaningful. This will enable staff and pupils to utilise the trusting relationship built to help repair past relational trauma, develop cognitive skills, engage in focused therapies and behavioural programmes. Therapeutic interventions underpin the ability to learn and support the academic process.

Upon enrolment at the Bridge, learners undergo a baseline assessment to help us determine their strengths, needs and interests. We use this information to create an individualised curriculum for each individual. We recognise that many of our learners come to us with significant gaps in their learning due to having a negative experience in previous learning environments. Our curriculum is designed to help learners to re-engage with their learning and fill gaps in their knowledge, ensuring that they are not disadvantaged.

We adopt a child centred approach to learning. Using adaptive teaching strategies to meet the needs of each individual learner whilst also ensuring we provide the structure and routine that we know our learners require.

When grouping our learners, we are conscious of a number of different factors that can affect engagement and attainment. We take into account their learning needs, previous attainment, social and emotional needs and relationships with other young people.

Our curriculum is broad and balanced, and we are passionate about giving all learners the opportunity to the skills and knowledge that they need to succeed in life. Learners can study a wide range of subjects where they will be given the opportunity to engage in our core offering of:

English, Maths, Science, Computing, PSHE, Art, Physical Education and Geography.



## THERAPIES AND INTERVENTIONS

At The Bridge, we use a range of therapeutic strategies and interventions to support our students' social and emotional development. As a whole provision approach, we adopt PACE; Playfulness, Acceptance, Curiosity and Empathy. Whilst this approach is beneficial to all, it is designed to be particularly impactful for those who have experienced adverse childhood situations and trauma, as well as children with attachment difficulties. The principles of PACE aim to support the development of rapport and trust in order for the adults working with children and young people to be able to develop secure, positive relationships.



We use the Boxall Profile to consider our students' social, emotional and mental health needs (SEMH).

Recognising that in order for effective academic engagement, a child must first feel safe and 'ready' to learn. We endeavour to ensure the curriculum has a strong foundation built on recognising the wider picture of the individual in order for them to be supported in achieving their potential. Through regular assessment with our designated Boxall member of staff, both individual and group strategies are created and shared with all staff to ensure needs are met and progress in specific areas is made. The group strategies in particular are used to inform teacher planning; creating lessons that not only target their academic learning, but that are underpinned by fostering the significance of strengthening of their SEMH.

We deliver weekly Lego therapy style sessions (known simply as Lego, to our learners) in small groups to help strengthen our learners' social communication skills. Although most commonly offered to young people with Autism diagnosis's, the structured approach to play supports areas of development that all of our learners typically find difficult. Learners are required to take turns, listen to each other and demonstrate patience; all of which can be challenging for our children. However the focus is the Lego, and while being supported by staff, learners explore problem solving, working collaboratively and experience shared successes.

Fundamentally therapeutic strategies underpin everything we do at The Bridge.



## OUR SCHOOL DAY

Our school day is split into two sessions, allowing our students to attend a second provision where necessary.

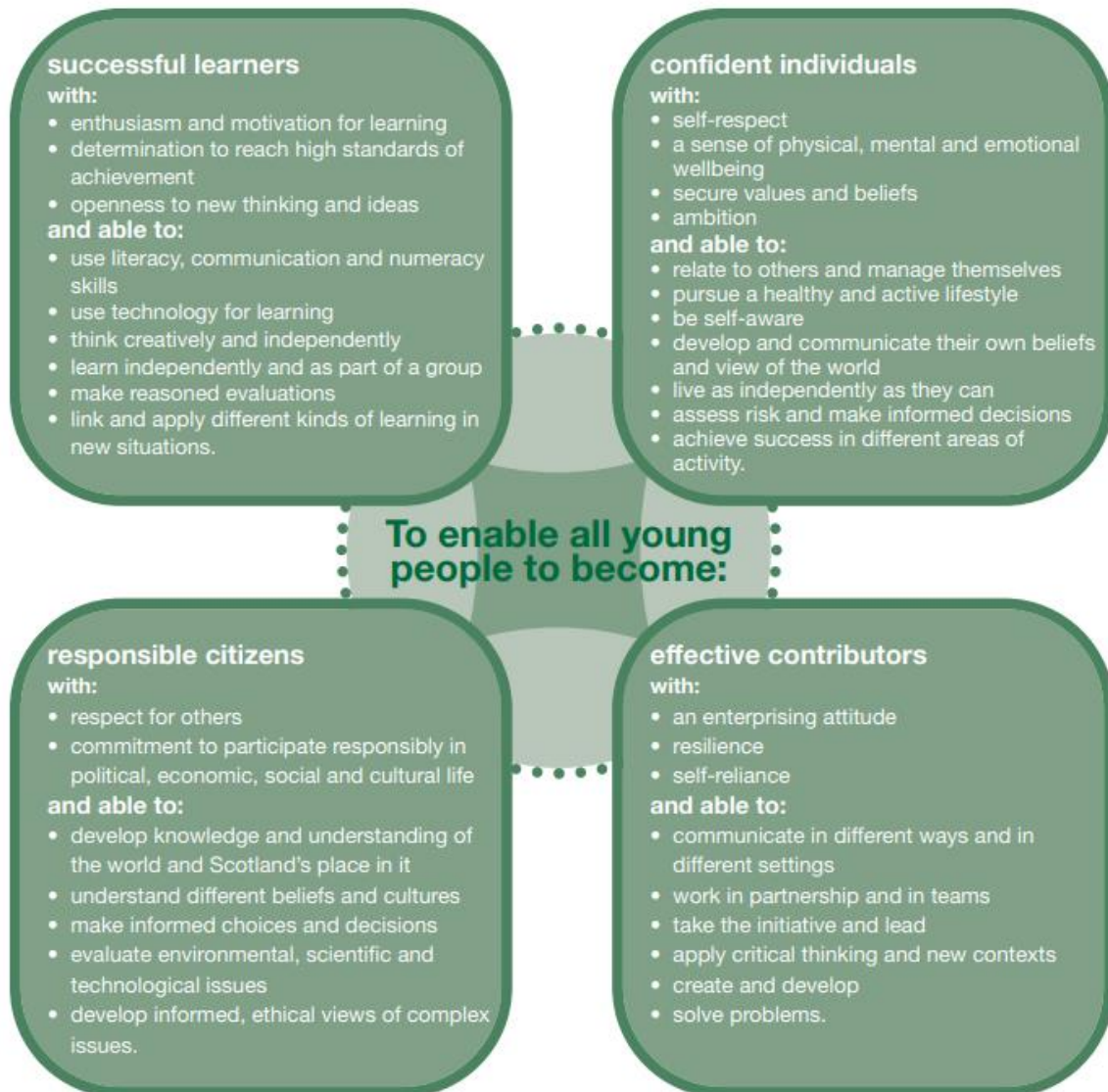
*AM session: 09:30-12:30 (total hours: 15 per week).*

*PM session: 12:30-14:30 (total hours: 10 per week).*

A typical day at the Severn Centre looks like this:

AM	Monday	Tuesday	Wednesday	Thursday	Friday
09:30-09:40	Breakfast & Registration	Breakfast & Registration	Breakfast & Registration	Breakfast & Registration	Breakfast & Registration
09:40-09:55	Phonics	Phonics	PE	Phonics	Phonics
09:55-10:00	Attention Bucket	Attention Bucket		Attention Bucket	Attention Bucket
10:00-10:30	PSHE	Maths		English	Maths
10:30-10:40	Break	Break		Break	Break
10:40-10:45	Snack/Story	Snack/Story		Snack/Story	Snack/Story
10:45-11:15	English	English	Snack / Story	Science	Art / Design
11:15-11:45	Maths	SMSC	Interventions	Geography / History	Computing
11:45-12:00	1:1 Reading	1:1 Reading		1:1 Reading	1:1 Reading
12:00-12:30	Lunch/Story	Lunch/Story	Lunch/Story	Lunch/Story	Lunch/Story
12:30	Home	Home	Home	Home	Home
PM					
12:30-12:40	Lunch & Registration	Lunch & Registration	Lunch & Registration	Lunch & Registration	Lunch & Registration
12:40-12:55	Phonics	Phonics	Phonics	Phonics	Phonics
12:55-13:00	Attention Bucket	Attention Bucket	Attention Bucket	Attention Bucket	Attention Bucket
13:00-13:30	English	Maths	English	Maths	English
13:30-13:40	Break				
13:40-14:10	PSHE	SMSC	Science	Geography/History	Art / Design
14:10-14:30	1:1 Reading	1:1 Reading	1:1 Reading	1:1 Reading	1:1 Reading
14:30	Home	Home	Home	Home	Home

## OUR INTENT



## LINKS TO THE LOCAL COMMUNITY

Here at the Bridge, we pride ourselves on playing an active part in the local community. We encourage learners to gain valuable understanding and insight into events and the culture that make up their diverse community. We work alongside a number of different organisations and agencies and utilise local spaces for much of our learning.



## HOW TO APPLY

All referrals to The Bridge must be made through your child's home school. If your child is not on-roll at a school then please follow the local authority in-year admissions process and a school will be allocated. If you have recently moved into the county then please follow the local authority processes for this as well.

## THANK YOU!

Thank you for your interest in The Bridge.

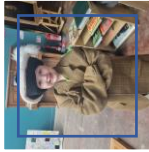
We are extremely proud of our provision and the work that we do and we hope that we will have the opportunity to share this with you in the future.

We would love to hear from you, so if you have any questions, please do contact us using the information below.

01225 592777

ADMIN@TBAP.CO.UK

WWW.SEVERN.TBAP.CO.UK



INTERESTED IN WORKING AT THE BRIDGE? TAKE A LOOK AT OUR CAREERS PAGE  
FOR MORE INFORMATION ON HOW TO APPLY.

[WWW.TBAP.CO.UK/CAREERS](http://WWW.TBAP.CO.UK/CAREERS)





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