



**SEND Report**  
*2022/23*

This annual SEND Information Report outlines the current provision across New Bridge School. It is available on our website [www.newbridgeschool.net](http://www.newbridgeschool.net). The report is based on the requirements set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

### **What types of SEND do we provide for?**

New Bridge School provides education for 618 children and young adults aged 11-19 with a wide range of special educational needs including:

- profound and multiple learning difficulties (PMLD).
- severe learning difficulties (SLD).
- moderate learning difficulties (MLD).
- speech, language and communication needs (SLCN).
- autistic spectrum condition (ASC).
- hearing impairment (HI).
- visual impairment (VI).
- physical disability (PD)

The school currently operates on three sites:

- New Bridge School, catering for 426 pupils aged 11-16, is situated in the Hollinwood area of Oldham.
- New Bridge Learning Centre, catering for 110 pupils aged 16-19, is situated approximately 3 miles away in the Fitton Hill area of Oldham.
- New Bridge College, catering for 82 pupils aged 16-19, is situated in Oldham town centre.

The school is part of the New Bridge Group and is the lead school in New Bridge Multi Academy Trust (MAT).

These are as described in the SEND Code of Practice.

Admission arrangements are detailed in our admissions policy which is available on our website. All pupils who attend the school are either under assessment or have a Statement of SEND or an Education Health and Care Plan (EHCP).

### **What is our approach to teaching pupils with SEND?**

We believe in the concept of lifelong learning and the notion that learning should be accessible, regardless of need, and a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives and achieve their full potential both academically and socially.

Our curriculum and philosophies provide opportunities for academic and social development to enhance life opportunities. Classes are small and teaching staff work closely alongside support staff to provide the very best learning experience through creative and innovative approaches which support a personalised learning journey.

### **How do we adapt the curriculum and learning environment?**

We have a core curriculum offer which is individualised according to need and this applies to all pupils. The core curriculum is taught in groups according to age and ability as far as possible.



All pupils are a member of a tutor group and these vary in size depending upon age and stage of development. This approach embraces our vision through accommodating a broad range of age, ability and individual need. Some pupils are taught in discrete tutor groups to enable full-time specialist support for those requiring it.

As an Apple 1:1 school, every single child and member of staff is provided with one of the latest Apple iPads. This supports us in our aim to break down the range of barriers to learning faced by our young people and further enhance the inclusiveness of our classrooms by combining with other cutting-edge technology such as assistive technology and virtual reality to increase access to learning.

Premises are continually adapting to meet the needs of the young people. Specialist facilities include:

- fully interactive hydrotherapy pool
- swimming pool
- sensory garden
- 4D sensory room

### **How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?**

Our curriculum focuses on outcomes and destinations, supporting young people into adulthood with consistently high expectations. This includes skills for independent living, community access, social inclusion, employability and preparation for higher and further education. Our established partnerships with both the Royal Oldham Hospital and the Manchester Metropolitan University provide opportunities for pupils to access relevant, challenging and aspirational work placements via our Bridging the Gap (BtG) supported internship project.

Other curricular partnerships include flexible arrangements which enable pupils to access mainstream courses, if relevant, and with appropriate specialist support.

Our pupils take part in the Duke of Edinburgh's Award scheme and both local and national sporting competitions that enable all our young people, whatever their circumstances or ability, to participate fully. These events include football, tag-rugby, table cricket, hockey, boccia and basketball so that everyone can experience the social aspects of being part of a team. The establishment of self-esteem and confidence is also developed through participation with non-SEND peers and achievement is celebrated from school level through to national level so that all the young people experience success and feel valued.

In addition, our pupils engage in national projects such as BBC News Report and Young Enterprise Award Scheme, pupils received national recognition and were runners up and winners of the prestigious award.

### **How do we consult parents of pupils with SEND and involve them in their child's education?**

Parents are fully included in the process of working with their children. We have an open-door approach to working with parents and our pastoral teams dedicate their time to developing and maintaining positive working relationships with both parents and pupils. This work includes:



- transition visits for new parents.
- daily home/school contact for information exchange
- annual review meetings
- parent governors
- workshops and training for parents.
- parents' evenings and coffee mornings.
- invitations to awards evenings, school productions and assemblies etc.
- parent involvement in changes in school through informal and formal consultations and questionnaires.
- Parent support group
- Parent support forums
- Weekly Blogs
- ParentApp

### **How do we consult pupils with SEND and involve them in their education?**

All pupils are treated with dignity and respect. There is full personalisation for the curriculum for each pupil in order that they can access and experience success through-out their school life.

The School and Student Councils give pupils a voice and allows them to contribute to and decide on aspects of school life relating to their needs, using an agenda with a national and local focus.

The assessment and annual review process of EHC Plans includes the choices and views of pupils.

### **How do we assess and review pupils' progress towards their outcomes?**

The pupil dashboard ensures that all pupils have an individualised target destination. Destination pathways include:

1. Being involved
2. Taking part
3. Taking control
4. Playing my part in my community
5. Volunteering in my community
6. Working with support in my community
7. Being independent.

Targets are set across all curriculum subjects and these are assessed on an ongoing basis that ensures that assessment is continuous, and we are always accessing 'live' data when reviewing each child's pathway.

Progress towards each pupil's targeted destination is formally reviewed twice per year and reported to families on both occasions through a written report and parents' evening consultations.

All pupils are also assessed against their individual EHCP targets. Step targets are set and reviewed regularly and assessed in all areas of the curriculum.

### **How do we support pupils moving between different phases of education?**



All pupils take part in transition at relevant times in their education. New Bridge currently provides a transition package for pupils:

1. new to the school
2. moving from Key Stage 3 to Key Stage 4
3. moving from Key Stage 4 to Key Stage 5
4. transitioning to another destination.

Transition events include:

For parents:

- 'Moving On' booklet
- Open mornings
- Transition visits
- Transition evening
- Options booklet

For pupils:

- 'Knowing Your Class'
- Options booklet
- Taster visits
- Transition visits
- Transition evening
- Positive Steps input

### **How do we support pupils preparing for adulthood?**

Our ethos, aims and curriculum are driven by transitional pathways leading to fulfilling, contributory and worthwhile opportunities for all pupils as they progress into adulthood. Pathways and progression include striving for academic success across the curriculum in order to achieve the range of life-skills and relevant academic qualifications necessary to fulfil each individual's potential. Learning pathways include a relevant focus on life skills, vocational skills and academic studies.

### **How do we support pupils with SEND to improve their emotional and social development?**

Our Pastoral teams provide support and guidance to pupils which helps promote their social and personal development with respect to learning, health and safety. They monitor such things as attendance and behaviour and they carry out important 1:1 sessions with pupils where required. The pastoral team also meet formally with pupils on an annual basis to gain their views for annual review purposes.

The Pastoral teams work very closely with parents, carers and staff to ensure maximum learning opportunities for all our young people. They assess and monitor 'Learning for Life' skills through 'I Can' statements in areas such as:

1. Behaviour
2. Keeping Safe
3. Personal Qualities
4. Communication



Mental health first aiders" are situated on all our sites in addition to Well-being Leads who co-ordinate a wide range of support & interventions including timetabled events such as wellbeing afternoons.

### **What expertise and training do our staff have to support pupils with SEND?**

New Bridge School is a large organisation with many needs regarding training, re-training and development of staff to enable a first class education for our young people. High quality training also provides an opportunity for staff to improve their skills and knowledge on an individual level.

We are highly committed to ongoing training of all staff at all levels. We have a dedicated Training Team and a senior leader with responsibility for training and development across the MAT. They track all staff training ensuring it is up to date and statutory duties are met. Training is specifically related to the needs of children in our school and also as required by statutory guidance. We have a qualified Health and Safety manager who assists in ensuring appropriate statutory health and safety training is identified.

The organisation has a compulsory training package that all staff are required to undertake annually. This usually includes health and safety-based training elements such as epilepsy awareness, rescue medication, moving and handling, safeguarding, feeding and swallowing etc. In addition there is a full programme of specialist training that staff can opt into such as Rebound Therapy, gastrostomy, working with pupils with severe Autism etc. Staff also receive specialist training around behaviour support and positive mental health and wellbeing

Staff can also opt in to acquiring degrees, achieving QTS and leadership qualifications (National Professional Qualifications). All staff have access to mentors who can guide them with their development and personal goals.

### **How will we secure specialist expertise?**

As a generic special school there are a significant number of areas that require staff with very specific expertise. The training and development team work continuously to develop courses and partnerships with other organisations that can provide the variety of specialist training that is required.

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

### **How will we secure equipment and facilities to support pupils with SEND?**

New Bridge School has three purpose-built buildings and is fully accessible for wheelchair users. Areas such as the swimming pool have accessible hoisting systems directly from the changing room to the pool. Food Technology rooms have full rise and fall facilities to enable participation of all pupils in learning.

We review curriculum resources annually in line with timetabling projects.

### **How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?**

The Local Governing Body and Trustees 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 work in the school but are employed by external



organisations. School Nurses, Speech and Language Therapists, Physiotherapists and Occupational Therapists all work within school, training and advising staff and working with children and young people who are on their case load.

NHS staff work closely with the Training and Development team at New Bridge to provide necessary training courses.

Home/School transport is organised by the LA and transport staff are employed directly by them and the transport companies. The LA transport department work very closely with the school throughout the school year.

Social workers regularly attend both school sites and support with safeguarding the young people. They contribute to annual reviews where necessary.

Organisations such as POINT support both parents and pupils and provide impartial advice on all aspects of SEND.

Pastoral Leads work in partnership with LA colleagues around key transition times especially for Looked After Children

### **How do we evaluate the effectiveness of our SEND provision?**

The effectiveness of our provision is evaluated and assessed through our Accountability Framework. The framework demands that data and evaluation reports are submitted with clear analysis based on the pupil dashboard and destinations. Governors play an active role in challenging the school as a critical friend and Trustees ensure that actions and development plans are implemented and acted upon.

### **How do we handle complaints from parents of children with SEND about provision made at the school?**

The process for complaints is made available through hard copy documents and can also be viewed on the school website.

### **Who can young people and parents contact if they have concerns?**

Class teachers are the initial point of contact if parents or the young people have any concerns. Alternatively, they can speak to a member of the pastoral team with whom they have built up positive relationships. The Heads of School are also happy to hear from parents and young people with any queries they may have.

### **What support services are available to parents?**

There are a number of support services available to parents. These services are both internally and externally provided and include:

- POINT (Parents of Oldham in Touch) <https://www.point-send.co.uk/>
- Oldham SENDIASS <https://www.point-send.co.uk/Pages/Category/oldham-sendiass>
- Tameside SENDIASS <https://www.tameside.gov.uk/sid/support>
- Manchester SENDIASS <https://www.iasmanchester.org/>
- Rochdale SENDIASS <https://www.barnardos.org.uk/what-we-do/services/rochdale-sendiass>
- Positive Steps <https://www.positive-steps.org.uk/>





- Oldham CAMHS <https://www.penninecare.nhs.uk/oldhamcamhs>
- Tameside CAMHS <https://www.penninecare.nhs.uk/tamesidecamhs>
- Manchester CAMHS <https://mft.nhs.uk/rmch/services/camhs/>
- Rochdale CAMHS <https://www.penninecare.nhs.uk/hmrcamhs>

### **Where can the LA's local offer be found? How have we contributed to it?**

We regularly update the local offer and work in partnership with the LA to ensure our offer is correct and up-to-date. A link to the local offer can be found on our website <https://school.newbridgeschool.net/oldhams-local-offer> or alternatively it can be viewed directly at:

[https://www.oldham.gov.uk/info/200368/children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_and\\_disabilities](https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities)

