

## SEN Information Report

2021-2022

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### Our Approach as a School:

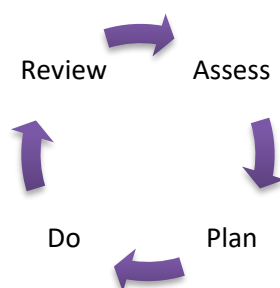
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Alt Bridge School caters to students aged 11-19 years with Special Educational Needs and Disabilities (SEND). Alt Bridge School supports students with varied profiles of need and specifically caters for students with Autistic Spectrum Disorders (ASD), associated conditions and Moderate Learning Difficulties (MLD). All pupils have an Education, Health and Care Plan (EHCP). There are currently 221 students on roll and a further 25 students who attend the post-16 provision.

Our school aims to provide a calm and supportive learning environment which offers a broad and balanced curriculum. Students are able to access a full range of subjects and exciting enrichment options. We offer additional intervention and support packages are available to supplement the curriculum and personalise our offer to students.

The well-being of our students is of paramount importance. We have established a well-being team who provide high quality therapeutic intervention. We are committed to working in partnership with our parents and carers and aim to make our provision accessible to all.

For our students we follow the **graduated approach** cycle of:



All teachers are responsible for the safety, welfare and progress of the students they teach (curriculum, assessment, teaching and learning policy, 2021)

At each stage of the process we will involve both the child and parents.

**Assess:** The local authority will contact Alt Bridge School and send over the child's EHCP, if Alt Bridge feel they can meet the child's needs then a visit will be arranged for the student and their parents/carers to visit and meet with our Assistant Head Teacher Miss N Richards. The child and parents/carers will be shown around the school and will have the chance to see classrooms, facilities and speak with other pupils and staff. If both the school, parents/carers and child feel that Alt Bridge is the correct setting for them, a transitions plan will be put in place for the child to start as soon as possible. When the child starts at Alt Bridge baseline assessments will take place during the child's transition period. Alt Bridge School may involve or consult with outside agencies such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists or other practitioners in order to devise support plans and identify suitable outcomes.

**Plan:** A Student Profile will be formulated for the student in collaboration with parents/carers which provides details of the student's strengths, difficulties, what works, how we can all help, any medical needs, parental views and outcomes. The profile is linked to our whole school Zones of Regulation strategy so we can identify emotional triggers for students and appropriate strategies for self-regulation. The student profile is reviewed and updated throughout the year. The student profile supports the class staff to ensure lessons meet individual needs and help the child to participate in all areas of the curriculum. The student profile will continue to be updated during regular reviews and also following annual person-centred planning reviews of the EHCP.

**Do:** Student profiles will inform teacher planning and how adult support may be organised and directed within the classroom. Additional support may involve targeted adult support, 1:1 support, small group work or additional intervention programmes. Students may require bespoke approaches to support their individual needs such as strategies to reduce anxiety, meet sensory needs or improve outcomes in specific areas of need.

**Review:** Annual reviews take place to monitor the impact of the EHCP targets and provisions. All teachers contribute to the report and progress is discussed in person-centred planning meetings. The OPP is reviewed regularly throughout the year. Staff conduct regular pastoral team meetings to discuss progress and any arising difficulties which may require further action.

## **SEND Needs:**

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Even though we are a setting to meet the needs of students with ASD, associated conditions and MLD, we also support various needs.

Communication and interaction - this includes Speech and Language needs and Autism

- *Social communication programmes*
- *Speech and Language Therapy*
- *ELKLAN speech and language interventions*
- *Visuals*
- *Circle of Friends*
- *Zones of Regulation*

- *Social stories*
- *Visual timetables and prompts*
- *Mentoring*
- *OSSME Autism Initiatives Outreach Service*

Cognition and learning – MLD, SpLD (Dyslexia/Dyspraxia)

- *SpLD intervention*
- *Quality Teaching and learning methods characterised by appropriate differentiation and scaffolding*
- *Accelerated reader*
- *Lexia*
- *Additional targeted small group work*
- *Precision teaching Math's and English interventions*
- *Academic Mentors for English and Maths*
- *That Reading Thing (coming in 2021-2022)*

Social, emotional and mental health -

- *Occupational Therapist*
- *Zones of regulation*
- *Restorative practices*
- *Mindfulness*
- *KOOTH Counsellor*
- *Mentoring*
- *Yoga*
- *Music therapy (Music Place Liverpool)*
- *Pet Therapy*
- *Thrive Approach*

Sensory and/or physical needs

- *Occupational Therapist (Shine Therapy)*
- *Sensory Impaired Service Knowsley*

- *Range of sensory equipment*
- *Sensory circuits/breaks*
- *Calm room time equipped with virtual immersion*
- *Laptop/Ipad*
- *Fully equipped gym*

We have internal processes for monitoring quality of provision and assessment of need. *These include lesson visits, book moderations, student interviews, staff interviews and data analysis.*

All staff are provided with training to ensure they are able to meet the individual needs of pupils, staff are encouraged to request training if they feel they need support with different areas.

### **Co-producing with children and their parents/carers**

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Involving parents/carers and learners in the dialogue is key to our approach and we do this through:

- EHCP Review Meetings
- Parents evenings
- Hosting parent/carer coffee mornings
- Co-production of new provisions
- Parent/carer surveys
- Parent/carer OPP consultation
- Special events

### **Staff development and Qualifications**

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We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification
N.M	SENDCO SpLD	National Award in SEN Coordination QTS Level 7 Specialist Teacher of Specific Learning Difficulties
F.C	SENDCO Attachment and Trauma	National Award in SEN Coordination QTS Undergoing training to become a Thrive Practitioner
K.D	SpLD	Level 7 Specialist Teacher of Specific Learning Difficulties
S.A	SpLD	Under going training to be a Level 7 Specialist Teacher of Specific Learning Difficulties
N.R	Attachment and trauma	Qualified Thrive practitioner

A.G	Forest school	Qualified forest school leader
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K.T G.P	Mental health	Qualified in Mental Health First Aid
F.F	Mental health	Child counselling level 3
G.C	SEND	SEND Diploma level 4
L.T	SEND	SEND Diploma level 4
M.H	SEND	SEND Diploma level 4
Z.V	SEND	SEND Diploma level 4 Diploma in child psychology

All staff have received training through the Autism Education Trust and we have also accessed training in attachment and trauma, the THRIVE Approach, Restorative Practice, Speech and Language and the Zones of Regulation. Staff are gaining a greater knowledge of sensory processing difficulties through service level agreement school have taken with Shine Therapy Services (occupational therapy) and all staff accessed training in sensory processing needs.

### **Staff deployment**

Support staff are deployed into classes throughout the school to support the needs of students. Support staff have a wide range of skills and are able to deliver support in 1:1, small or larger group situations across subjects. Some members of support staff are allocated to subjects due to subject specific knowledge. Each lesson will have a teacher and teaching assistant working collaboratively to meet the needs of students and ensuring they are accessing the curriculum.

Support staff are also deployed to direct specific interventions, meet medical needs or help specific students to self-regulate during the course of the day. Our teaching and support staff supervise students over the break and lunch period in the outside areas and canteen.

### **Pastoral and Extended-curricular opportunities**

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Our aim is to be available to parents/carers and students when pastoral needs may arise. Our well-being team coordinate much of this support. Assistant Head teachers also fulfil a pastoral role and liaise with parents/carers regularly.

At Alt Bridge School, we offer excellent pastoral care and support to ensure the best outcomes for our students. We aim for every student to be happy, safe and settled in their environment. Our curriculum intention is for our students to access a curriculum which enables them to become independent, confident, respectful and fully engaged young people.

*We also offer a wide range of extended- curricular opportunities such as:*

- *School trips (we have three mini buses)*
- *PGL*
- *Forest School and outdoor education*
- *Games club*
- *Dodgeball*
- *Yoga*
- *Craft club*

- *Daily outdoor activities run by TAs*
- *Music lessons*
- *Dance club*
- *Sensory Room*
- *MUGA (Multi Use Games Area)*
- *Visits to the local community, sports/leisure facilities, local shops, churches*

## **School External Partnerships and Transition Plans**

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*Alt Bridge school work closely with a number of external partnerships. We work alongside:*

- *Educational Psychologist*
- *Occupational Therapist*
- *Speech and Language therapist*
- *Community Paediatricians*
- *ADDvanced Solutions*
- *KOOTH Counsellor*
- *Butterflies*
- *Music Therapist*
- *Pet Therapist*
- *Family First*
- *CAMHs*
- *Local Authority*
- *School nurse*
- *Social Care*

We closely monitor children and destination data and work with destinations to support the transition of the children. Transition plans are put in place in September if we are aware a child will be moving schools at the end of the academic year. Social stories, interventions and visits take place throughout the year to ensure pupils are fully aware and ready for the move.

At Alt Bridge, we have a careers leader who supports all students to prepare for and achieve positive destinations to post-16 provisions once they leave Alt Bridge. Many of our students remain with us in our own post-16 centre. If students wish to be placed in our post-16 centre, this will be discussed during their year 11 annual reviews and places are allocated with the agreement of Knowsley SEND team.

## **Evaluation of effectiveness**

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We regularly monitor our effectiveness through a monitoring cycling which includes book scrutiny, learning walks, pupil and staff interviews and views gathering. We consider our effectiveness by analysing the results of pupil, parent and staff surveys, consulting the school council and holding focus groups.

## **Complaints**

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*Our school's complaints procedure is on the school website. Our complaints manager in school is Mrs Freeman (School Business Manager).*

If you have a complaint regarding aspects of your child's EHCP then you should discuss this directly with Knowsley City Council.

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**Relevant school policies underpinning this SEN Information Report include:**

- SEND Policy
- Curriculum, assessment, teaching and learning policy
- Behaviour for learning policy
- Accessibility Policy
- Equality Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Date presented to/approved by Governing Body: June 2021**