

SEN Information Report

2025/2026

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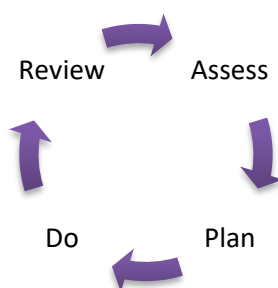
Our Approach as a School:

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 students have an Education, Health and Care Plan (EHCP). There are currently 278 students on roll and a further 50 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. The well-being team 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 every child in their classroom, including those with special educational needs. (**Reference:** Curriculum, Assessment, Teaching and Learning policy 2023)

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 students 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: An Individual Education Plan (IEP) will be formulated for the formal curriculum students 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 IEP is reviewed and updated throughout the year. The IEP supports the class staff to ensure lessons meet individual needs and help the child to participate in all areas of the curriculum. The IEP will continue to be updated during regular reviews and following annual person-centred planning reviews of the EHCP.

Students accessing a semi formal or informal curriculum pathway will have a personalised learning plan (PLP).

Post 16 students a preparation for adulthood plan will be formulated

Heads of Year will formulate Pastoral Support Plans (PSP), for students who require additional guidance to develop their behaviour for learning. These plans will outline clear targets, strategies, and support measures designed to promote positive engagement in lessons and improve overall participation. Heads of Year will work closely with teachers, parents, and relevant support staff to monitor progress and review the effectiveness of the interventions, ensuring that each student receives the appropriate level of support.

Do: IEPs, PLPs and PSPs 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 IEP, PLP and PSP is reviewed regularly throughout the year. Staff conduct regular pastoral team meetings to discuss progress and any arising difficulties which may require further action.

SEN Needs:

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

- *A full programme of support through our social communication policy*
- *Social communication programmes*
- *Speech and Language Therapy (SHINE)*
- *Visuals*
- *Circle of Friends*
- *Zones of Regulation*
- *Social stories*
- *Comic strip conversations*
- *Visual timetables and prompts*
- *Now and next boards*
- *Mentoring*

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

- *SpLD intervention*
- *Quality Teaching*
- *Accelerated reader*
- *Lexonic Leap*
- *STAR reader*
- *Reading support/intervention*
- *Additional targeted small group work*
- *Precision teaching Math's and English interventions including overlearning*

Wellbeing Needs -

- *Occupational Therapist*
- *Zones of regulation*
- *Restorative practices*
- *Mindfulness*
- *Zuntold Counsellor*
- *CLA counsellor*

- *Mentoring*
- *Pet Therapy*
- *Thrive Approach*
- *ELSA*
- *MELSA*

Sensory and/or physical needs

- *Occupational Therapist (SHINE)*
- *Sensory Impaired Service*
- *Range of sensory equipment*
- *Sensory circuits/breaks*
- *Quiet room time*
- *Laptop/Ipad*
- *Fully equipped gym*
- *Urban Gym*

We have internal processes for monitoring quality of provision and assessment of need. *These include learning walks, book moderations, student interviews, questionnaires and data analysis.*

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

Co-producing with children and their parents/carers

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
- Parent/carer surveys
- Parent/carer OPP consultation
- Special events
- Training sessions for parents/carers

Staff development and Qualifications

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	SEND SpLD	National Award in SEN Coordination QTS Level 7 Specialist Teacher of Specific Learning Difficulties
N.R	SEND	THRIVE Practitioner QTS
K.P	QTVI	Qualified Teacher of the vision impaired (Post Graduate Dip)
T.M	THRIVE	Thrive Practitioner
A.T	THRIVE	Thrive Practitioner
L.W	SEND Strategy Manager	Autism SEND Diploma
S.A	Dyslexia	Level 7 SpLD (Dyslexia) specialist teacher qualification (AMBDA)
K.D	Dyslexia	Level 7 SpLD (Dyslexia) specialist teacher qualification (AMBDA)
B.D	SEND	PGCE Primary education & Degree of Bachelor of Arts (Hons) Education studies and Inclusion
L.L	SEND	PGCE Primary with special educational needs (QTS) & BA (Hons) children and young persons learning & development
A.M	SEND	BA (Hons) Primary English education with QTS & MSC Child and Adolescent mental health and wellbeing - Master's Degree

This year, we have put additional training into Blank level questions, Vocabulary, PDA, sensory circuits, sensory processing, ELSA, MELSA, Zones of Regulation, P4C, Maths Mastery, Lego therapy, Makaton and social communication needs.

All staff have regular training opportunities around specific requirements which includes safeguarding, team teach for de-escalation and behaviour support.

We have a clear induction process for new staff and a cycle of continuing professional development for all staff.

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 can deliver support in 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

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 Headteachers and HTLAs 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*
- *Residentials*
- *Duke of Edinburgh*
- *Forest School and outdoor education*
- *Dodgeball*
- *Basketball*
- *Football*
- *Boccia*
- *Curling*
- *Lunchtime clubs*
- *Daily outdoor activities run by TAs*
- *Music lessons*
- *Sensory Room*
- *MUGA (Multi Use Games Area)*
- *Visits to the local community, sports/leisure facilities, local shops, churches*

School External Partnerships and Transition Plans

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*
- *Zuntold Counsellor*
- *OSSME*

- *Butterflies*
- *Pet Therapist*
- *Family First*
- *CAMHs*
- *Local Authority*
- *SENDIASS*
- *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 students are fully aware and ready for the move.

Evaluation of effectiveness

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

Our school's complaints procedure is on the school website, please use the link provided to access it

<http://www.altbridgeschool.com/wp-content/uploads/2022/06/Complaints-Policy-and-Procedure.pdf>

If you have a complaint regarding aspects of your child's EHCP then you should discuss this directly with Knowsley City Council. Tel: 0151 443 5145 (SEND Department)

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Curriculum, Assessment, Teaching and 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 approved by Governing Body: