

Local Offer Warrington

Full Name of Education setting

Bridgewater High School

Physical address	Upper site -Broomfields Road Appleton Warrington WA4 3AE Lower site - Hall Drive Appleton, Warrington WA4 3JL
Town	Warrington
District or Borough	Warrington
Postcode	WA4 3AE & WA4 3JL

Contact Person	Andrew Thornton
Telephone Number	01915 263919 or 01025 263814
Email address	Sch_bridge_clerical@warrington.gov.uk a.thornton@bridgewaterhigh.com
Website address	bridgewaterhigh.com

The following details will help users of the website to find your information quickly and easily.

Type of education setting

Preschool aged 0-2		Secondary school	
Preschool aged 2-3		Nursery School	
Preschool aged 3-5		Secondary with 6 th form	√
Infant school		Post 16 provision (Colleges)	
Primary school		Special school 2-19 years	
Junior school		Higher Education (Universities)	

Which of the following best describes your education setting?

(tick all that apply)

Mainstream		Special	
Resourced Provision (Mainstream with resourced unit)	√	Academy	
Community school		Foundation	
Free school		Alternative Provision (pupil referral unit)	
Faith school		Residential 38/44 weeks	
Early years SEN provision		Residential 48/52 weeks	
Hospital school		Independent	
Opportunity school		SEN Hub	
Childminder (Early years education)		School Nursery	
Day Nursery (38/50 weeks)		Preschool playgroup	

What communication methods do you offer? (Tick all that apply)

Signs and symbols		PECS (Picture exchange communication system)	
British Sign Language		Braille	
AAC (Augmentative and Alternative Communication)		Sign supported English	
Makaton			

What facilities does your education setting have? (tick all that apply)

Hydrotherapy pool		Sensory room or area	
Wheelchair Access	√	Accessible changing area	√
Accessible toilets	√	Low stimulus environment	
Secure environment	√	Soft play facility	
Sensory adaptations (such as colour scheme)		Physical adaptations (such as hand rails)	√
Accessible parking	√		
Any further comments regarding these statements (e.g. - "Not all toilets are accessible")			

If you are a special school, do you specialise in any of the following?

Complex Health needs		Autistic Spectrum Conditions	
MLD (Moderate Learning Difficulties)		PMLD (Profound and multiple learning Difficulties)	
SLD (Severe Learning Difficulties)		Social, mental and emotional health	
SpLD (Specific learning Difficulties)		Hearing Impairment	
Challenging Behaviour		Visual impairment	
Physical Disabilities		Personal Care Needs	
Communication needs (Speech, Language and Communication)		Any Impairment (Any condition or impairment)	

Are any of the following made available on site at your education setting?
(Needs led refers to resources that are allocated according to assessed need)

Needs led school nurse	√	Needs led SALT (speech and language therapy)	√
Needs led O/T (Occupational therapy)		Needs led physiotherapy	
Personal Care			

Respite & Support		Respite & Short Breaks		Funding and Direct Payments	
Common Assessment Framework (CAF)	√	Emotional Wellbeing Disabled Children fostering and adoption		Advocacy	
Support groups and Voluntary Organisations		Disabled Children fostering and adoption		Support and family members	
Health					
Sensory		Pre-birth & birth		Dental Care	
Complex health needs		Doctors and Hospitals		Emotional Health & Wellbeing	
Equipment and Therapies		Wheelchair Services		Speech & Language	
Continence Services		Occupational Therapy		Physiotherapy	
Other Equipment		Other therapies		Grants	
Education & Childcare		In school therapies		SEN Support	
Childcare & Early yrs.		Learning from home		Schools	
Colleges & Post 16	√	Transport		Transition	
Leisure & Play		Clubs & activities	√	Things to do	
Holidays		Sport & fitness	√	Friendships & relationships	
Gateway					
Preparation for Adulthood		Getting involved		Independent living	
Parents, siblings and Family carers		University and work	√	Staying healthy	
Money		Getting around		Being an adult	

<p>What kinds of SEND are supported in school? How do we identify pupils with SEND?</p>	<p>The school has a specialist designated provision for 16 pupils identified as having autism funded through the Local Authority. Pupils within this provision are placed by the Local Authority and are not part of the school's formal admissions policy. Other pupils seeking admission to school will follow the procedures of the Local Authority.</p> <p>Admission is not affected by a pupil's SEND and the school will work with parents and other professionals to determine the needs and provision for individual pupils to agree how those needs can be met successfully in school. If at any particular time the school is not in a position to meet those needs it will be discussed openly as to how the issues can be resolved to best meet the needs of the pupil</p> <p>Pupils being admitted would be expected to transfer following a transition process that will include identifying any needs or difficulties the pupil has experienced previously.</p> <p>The school has in place regular assessment and rigorous monitoring arrangements to maintain progress towards realistic but challenging targets. Pupils who are likely to miss those targets are given additional intervention to support their learning and where relevant additional assessments by internal Educational Support Staff (EST) or external agencies.</p> <p>Speech and Language Therapy (SALT) ,and Educational Psychologists (EP) are sought to identify any SEND not previously recognized or that arises while in school, where appropriate additional provision is put in place to target individual needs and difficulty to close any learning or performance gap.</p>
<p>Consulting with parents and pupils</p>	<p>The school recognises that pupils are likely to make best progress and to perform to the highest standards when there is a team approach between parents, pupil and school staff</p>
<p>How do we make sure all children reach their potential?</p>	<p>Pupils have:</p> <ul style="list-style-type: none"> • access to a broad, balanced curriculum designed to meet the needs of all pupils that takes account of different learning styles and children's interests. • classes size and organisation to promote pupils' individual development • the quality of teaching and learning well monitored by highly experienced school leaders. • individualised targets which are communicated through a termly report process and regular assessments • challenging and realistic targets in place • a rigorous pupil tracking system which ensures all children are monitored through subject and pastoral systems. • termly reviews for Special Educational Needs with more frequent reviews for pupils with very high levels of support • their views listened to and are invited to SEN reviews • the benefit of a large team of Teaching Assistants who provide in class support, help with pastoral concerns and/or emotional difficulties; they can also facilitate individual mentoring. • a Pastoral team maintaining high pupil expectations emphasising a positive contribution to school and wider community • long established, ethos of inclusion and equality.

<p>How do we help a child with physical needs?</p>	<p>The school provision is based on meeting individual need. The buildings have been adapted to meet the needs of physical disabilities and there are regular reviews of the building to make further adaptations as needed.</p> <p>Classrooms have access to ICT equipment, sloping desks, pencil grips and practical resources to aid access to curriculum activities.</p> <p>We have the following relevant policies: Equality , Positive Handling, Access to the Curriculum, SEN and Child Protection</p>
<p>How do we help children with speech and language needs?</p>	<p>The school has good links with the Speech and Language Therapy team and specific Teaching assistants are trained and experienced to deliver programmes designed by SALT team</p>
<p>How do we help a child with sensory impairment?</p>	<p>We seek advice from the Sensory Support Service and where needed, adapted materials are resourced to enable access to the curriculum. ICT solutions are supported in class where appropriate</p>
<p>How do we help a child who has social/emotional/behavioural difficulties?</p>	<p>Pupils are supported through a strong pastoral team including form tutors, a pastoral leader and a pastoral manager for each year group. Student support staff are available to respond to immediate concerns as part of the pastoral team.</p> <p>There is a dedicated team of teaching assistants/mentors for each key stage working in resourced provision areas (PDC Upper, the Base, Pastoral Care Office and TLC at Lower), giving individual and small group mentoring to enable pupil development.</p> <p>In addition external mentors are available to pupils to provide independent support and there is a clear policy for pupil conduct which is reviewed regularly; a positive points system also promotes good behaviour and participation in the school community.</p>
<p>How do we help a child who needs support in literacy?</p>	<p>There is an Assistant Headteacher responsible for Literacy. Pupils are supported in class to access the curriculum using appropriately differentiated schemes of work and materials.</p> <p>Where need is greatest the Educational Support Team staff provide individual and small group literacy support delivering programmes focused on individual targets and needs using preferred learning styles and approaches. These include: "Toe by Toe", "Fresh Start", "alpha – omega" and other appropriate reading and phonic based reinforcement materials.</p>
<p>How do we help a child who needs support in numeracy?</p>	<p>There is an Assistant Headteacher responsible for Numeracy.</p> <p>Pupils are supported in class to access the curriculum using appropriately differentiated schemes of work and materials including ICT. Teaching Assistants are deployed to provide extension and reinforcement in class.</p> <p>Where need is greatest Educational Support Team staff provide individual and small group additional teaching on a withdrawal basis focusing on developing pupil skills in numeracy.</p>

<p>How do we support a child who has medical needs?</p>	<p>The school liaises closely with School Health advisor. There are 'drop in' sessions and planned interventions with the School Health Advisor. Where medical needs indicate it, a 'health care plan' is drawn up with parents and relevant medical support staff which is then reviewed by the medical team. Those staff supporting pupils requiring medicine in school, follow agreed procedures and protocols as described in the medicines Policy.</p> <p>Teams of first aiders - drawn from teaching and non-teaching staff- are available at all times on both sites</p>
<p>How do we support a child with complex and multiple needs?</p>	<p>The school has a 16 place dedicated Local Authority resourced provision for pupils with Autistic Spectrum conditions. Pupils are integrated into the wider school community and there are high expectations for their progress and development. A dedicated team of staff on both sites work within a recognised resource base and throughout the school to meet the complex needs presented by these students.</p> <p>Staff experienced in Autism provide further support and mentoring to pupils recognised as autistic who have not been placed within the Local Authority Designated Provision.</p> <p>Staff with experience of Downs syndrome pupils and pupils with significant physical and medical needs support pupils in class and for 1:1 teaching sessions to develop skills and enable as much access as possible to the curriculum and wider school community</p>
<p>Which specialist services do we access beyond the school?</p>	<p>We have current regular contact with the following services who give us support and advice:-</p> <ul style="list-style-type: none"> • Warrington Inclusion service • Educational Psychology • Speech and Language Therapy • Occupational Therapy • CAMHS (Children's Mental Health Team) • Horizon key stage 3 & 4 provision • Educational Welfare • School Health advisory Service and community paediatric team
<p>How will we include children in activities outside the classroom including school trips?</p>	<p>The school provides an enrichment programme available to all pupils. After school opportunities are designed to widen pupil experiences and develop community involvement. There is an expectation for all pupils to take part in the enrichment activities which are supported by teaching assistants where needed for individuals or groups. The full programme of opportunities is available from the school's website and reception.</p> <p>School trips are predominantly organised as part of the curriculum and are planned to be accessible to all. In some cases practical alternatives may need to be considered to fulfil curriculum and individual needs.</p> <p>All trips are given a risk assessment and organised to be safe and open to all pupils with additional staffing or alternative procedures put into place as necessary.</p>

<p>How do we prepare and support a child when joining school or transferring to other school or colleges?</p>	<p>The school runs Open Day and Open Evening events for prospective parents and pupils when pastoral and EST staff are available to discuss individual needs and concerns.</p> <p>Transition staff from the pastoral and Educational Support Team visit primary schools as part of the Y6-Y7 transition during the course of the year when they speak with primary colleagues, deliver assemblies, introduce themselves to pupils and gather relevant information.</p> <p>Transition staff also attend the Y6 parents evening of main 'feeder' schools to meet with prospective parents especially those of pupils with SEND. Identified pupils will be given extra opportunities to experience the secondary setting before transition to familiarise themselves with the building, staff and organisation. All Y6-Y7 transition pupils are invited to attend two transition days in June to familiarise themselves to the school and their peer group. EST staff will attend review meetings upon request at primary school. Pastoral staff work closely to ensure transfers away from school are completed in as a smooth a manner as possible whether that is mid-term or at the end of key stage</p>
<p>How will we meet a child's personal care needs?</p>	<p>Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures. Staff will only call parents to assist if absolutely necessary and Care Plans will be established if needed in line with the school's Medicines Policy.</p>
<p>How will we develop social skills throughout the school day, especially break times?</p>	<p>Break times and lunchtimes are an important part of the day and include some 1:1 support for children with a Statement of SEN or an EHC Plan, if appropriate. They include:</p> <ul style="list-style-type: none"> • Nurture areas (The Base, School Library, Designated Provision, TLC) • Peer mentors • Anti-Bullying Ambassadors • Route 67
<p>How do we allocate resources?</p>	<p>Resources in school are distributed to each subject department to provide materials and activities suitable for all pupils. Additional resources for in class support, 1:1 teaching, mentoring, the delivery of programmes such as speech and language and individual requirements are met through the EST and Inclusion Team.</p> <p>Pupils at risk of not making expected progress or who are working significantly below peer group levels or expectations are given priority for additional support in class and for additional provision</p>
<p>How do we ensure all staff are well trained?</p>	<p>Whole school training is part of the School Development Plan There is a well planned programme of CPD (Continued Professional Development), accessing both external agencies and in-school support which is monitored through the School's Performance Management system that includes all staff. This is based upon the needs of the current pupil-profile.</p>
<p>Complaints procedures</p>	<p>The Complaints Policy, approved by the Governing Body is available</p>

	from the School.
	We have tried to answer all the questions parents have asked us about the provision we have for children with special educational needs. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced staff, please just phone school upper site (01925) 263919 Lower School (01925) 263814 and we would be happy to talk to you.