

Local Offer Warrington

Full Name of Education setting

Bridgewater High School

Physical address	Upper site – Broomfields Road, Appleton, Warrington, Cheshire. WA4 3AE Lower site – Hall Drive, Appleton, Warrington, Cheshire. WA4 3JL
Town	Warrington
District or Borough	Warrington
Postcode	WA4 3AE and WA4 5JL

Contact Person	Mrs Suzanne Sutcliffe Assistant Headteacher Inclusion and SEND (SENDCo)
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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	x
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	x	Special	
Resourced Provision (Mainstream with resourced unit)	x	Academy	x
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	x		

What facilities does your education setting have?

(tick all that apply)

Hydrotherapy pool		Sensory room or area	
Wheelchair Access	x	Accessible changing area	x
Accessible toilets	x	Low stimulus environment	x
Secure environment		Soft play facility	
Sensory adaptations (such as colour schemes)		Physical adaptations (such as hand rails)	x
Accessible parking	x		
Any further comments regarding these statements (e.g. – “Not all toilets are accessible”)	Not all toilets are accessible. Not all classrooms have wheelchair access however enough do to ensure full access to the curriculum.		

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

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

<p>What kinds of SEND are supported in school? How do we identify pupils with SEND?</p>	<p>The school has a Designated Provision for pupils identified with Autistic Spectrum Conditions (ASC). The places are allocated through the Local Authority and pupils being placed here are not part of the school's formal admission policy. In addition, the school will do all that is possible to meet the needs of any child with SEND where Bridgewater High School is named on the EHCP. Where pupils have identified SEND that do not require an EHCP the school will utilise school support resources to meet their needs. The school currently caters for students whose needs fall under the following areas:</p> <ul style="list-style-type: none"> • Cognition and Learning • Social, Emotional Health • Communication and Language (inc ASC) • Physical Disability <p>Where pupils are identified once on roll as potentially having SEND the Education Support Team will coordinate interventions and assessment from school's own resources and through the Educational Psychology Service if appropriate. Then in line with the Warrington Graduated Response we will seek to meet the needs of the child through the school's own resources, or through application for 'Top Up' Funding or an EHCP</p>
<p>Consulting with parents and pupils</p>	<p>All pupils with additional needs are fully part of the school and benefit from the processes of an Annual Parents Evening, 3 termly reports on Progress, Induction events and Transition evenings in Year 7, 9 and 11. In addition there is a strong Pastoral Team and Education Support Team to respond directly to parents. Consultation Processes are implemented as and when necessary where there are changes to school policy and practice. Parents' views are sought through an annual survey and often on particular matters to help improve practice. All pupils form part of a tutor group and have a pastoral manager overseeing their progress.</p> <p>There is also a thriving school council and many opportunities for student leadership. For students with additional needs who have an ECHP then a 'Pupil Centred' approach is implemented to ensure that their voice is represented in the completion of the plan.</p>
<p>How do we make sure all children reach their potential?</p>	<p>The ethos of the school is of inclusivity and high expectations. The school encourages independence and for pupils to get involved in their school. There are several programmes for Peer Support and for Student Leadership, which help to ensure that students feel a part of the school. The Reward system built around 'S For Success' and the distribution of Positive Points ensures that pupils are formally praised and recognised for their achievements.</p> <p>Each class teacher, subject leader and pastoral leader monitors pupil progress. Where the pupil is on School Support or has an EHCP in place progress is also monitored by the school's SENDCO. Progress is reported home three times a year. In Year 7,8 and 9 this is through the process of AWOL (Assessment Without Levels). From Year 10 onwards this is progress against GCSE targets that the</p>

	students and parents are made aware of. The school uses aspirational targets and Quality First Teaching to ensure that all pupils can reach their potential. Where a pupil is not progressing and there is a concern that this is due to an additional need then assessment and observation will be put in place by the Education Support Team.
How do we help a child with physical needs?	The school is committed to meeting the needs of pupils with Physical Disabilities. The school is accessible enough for all pupils to experience the full curriculum. In responding to Physical Disabilities the school works with the Local Authority Physiotherapist and Occupation Health Team to ensure that the adaptations required for the pupils are put into place.
How do we help children with speech and language needs?	The school has good links with the Speech and Language Therapy Team. We have a Pathway Lead for Speech Language and Communication. There are also specifically trained staff to deliver 1 to 1 and group programmes set up by the SALT team.
How do we help a child with sensory impairment?	We seek advice from the Sensory Support Service and where needed adapt materials and resources to enable access to the curriculum.
How do we help a child who has social/emotional/behavioural difficulties?	All pupils are supported through a strong Pastoral Team including tutors, Pastoral Leaders and Managers, Student Support Officers, Inclusion Leaders and a Mental Health Lead. At Key Stage Three pupils have access to Student Support Services throughout the day. At Key Stage Four students can access the Personal Development Centre where dedicated members of staff support emotional and wellbeing needs of the pupils. Where a pupil's emotional wellbeing is significantly poor and/or ongoing then they will be referred to the school's Mental Health Lead. They will work with the students or devise programs for other staff to deliver. Where it is necessary for referral to be made through to external agencies like CAHMS then they will oversee this process.
How do we help a child who needs support in literacy?	There is an Assistant Headteacher with responsibility for literacy. All teaching staff follow the school's Literacy Policy which is part of the school's marking policy. This ensures that pupils literacy is checked each lesson. Teachers will differentiate materials to ensure that pupils with literacy difficulties can access the curriculum. Where the need is greatest these pupils will be supported in lesson or through small group work. The school offers a 'Fresh Start' phonics programme in Year 7. The Education Support Team also offer a number of programmes, IDL literacy, Nessi, Toe by Toe for certain pupils and all pupils have access to 'Spellzone'.
How do we help a child who needs support in numeracy?	There is an Assistant Headteacher responsible for numeracy. Pupils are supported in class to access the curriculum using appropriately differentiated materials including ICT. Teaching Assistants also help re-enforce and support learning where needed. Some pupils receive small group intervention to help to develop their numeracy.

<p>How do we support a child who has medical needs?</p>	<p>The school liaises closely with the School Health Advisor. There are 'drop-in' sessions and planned interventions with her. Where medical needs require it then an Individual Health Care Plan is drawn up.</p>
<p>How do we support a child with complex and multiple needs?</p>	<p>The school has a 25 place Local Authority Designated Provision for pupils with ASC. 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 designated space and throughout school to meet the complex needs of these students.</p> <p>The school has a wealth of experience in working with pupils with ASC and supports pupils with ASC who are not part of the Designated Provision.</p> <p>The school does have experience of taking pupils with complex needs where Bridgewater has been named in the EHCP. The school will then work with the pupil, family and other professionals to best meet the needs of the pupil.</p>
<p>Which specialist services do we access beyond the school?</p>	<p>We have access to the following services who give advice and support:</p> <ul style="list-style-type: none"> • Early Help Team • Educational Psychology Service • Occupational and Physio Therapy • Speech and Language Therapy • CAMHS • Kassia Alternative Provision • School Health • Children's Social Care • Children with Disabilities team • Virtual Head • Educational Welfare Team • Safeguarding Team • Child Development Centre
<p>How will we include children in activities outside the classroom including school trips?</p>	<p>The school provides a full programme of Enrichment activities that take place after school. The aim of the programme is to broaden experience and develop community involvement. Where pupils would require support to access these activities or amended travel arrangements the school will work with parents and the Local Authority Transport team to see if alternative arrangements can be made. All pupils are invited to participate in all events, trips and residential. All trips are given a risk assessment and organised to be safe and open to all pupils with additional staffing or alternative procedures are 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 Days, Open Evenings and specific Transition events ready for starting in Year 7, transferring from Year 9 into 10 and from Year 11 to further education employment or training. For students transferring into Year 7 members of the Pastoral Team and members of the Education Support Team visit the primary schools to meet the children and gather information about them. Where a child has already been identified as having SEND then separate discussions will take place with the schools SENDCo. Children with an EHCP will have representation form Bridgewater High School at the Year 5 review if requested and at the Year 6 review. For pupils with an EHCP preparing for Post 16 this process will start in Year 9. Pupils joining the Designated Provision in Year 7 will have bespoke arrangements to ensure a smooth and successful transition.</p>
<p>How will we meet a child's personal care needs?</p>	<p>Children are given as much responsibility for Personal Care as possible. Where there is a child with needs around their personal care then staff will be trained and will support the child in school. Where necessary this will be included in an Individual Health Care Plan.</p>
<p>How will we develop social skills throughout the school day, especially break times?</p>	<p>All pupils can access social times. The school allows pupils to access the dining hall, a canopied area, and 4 large playgrounds. The Education Support Team offers Social Skills groups for identified pupils and we have invested in the training of Peer Mentors for a small number of lower school pupils. The Designated Provision remains open over lunch and break for students to access if they wish to.</p>
<p>How do we allocate resources?</p>	<p>Resources are allocated by subject areas through their capitation budget. Resources are allocated to meet the needs of pupils identified with SEN without an EHCP from the main school budget. Resources are allocated to pupils with an EHCP from the additional band funding that is received.</p>
<p>How do we ensure all staff are well trained?</p>	<p>The school has ongoing in-house CPD programmes that all staff participate in. The training budget allows for necessary training to be undertaken as and when it is required. The school has 5 days committed to INSET for all staff and converts two days to twilight training for subject areas. An Assistant Headteacher oversees and quality assures the training that is delivered. Where training is more bespoke to an individual then we work with external agencies to learn from their expertise.</p>
<p>Complaints procedures</p>	<p>The school has a Complaint Procedure which is available on the school's web site.</p>