

### What is The Bridge and Who is it For?

The Bridge is an internal co-existing provision for children broadly working within age appropriate National Curriculum academic levels (approximately within two years of their chronological age) who experience significant barriers to engagement due to the impact of social, emotional and mental health needs.

Children belong to their class and The Bridge. The Bridge is a designated teaching and learning space for up to 8 children with access to an outdoor area and appropriate washroom facilities which is set up as a communication friendly environment. The Bridge is led by The Bridge Lead Practitioner and is supported by at least two members of support staff.

The overarching purpose of the co-existing provision is to improve engagement and therefore improve children's access to the curriculum and teaching and learning opportunities alongside their peers.

The Bridge is an intensive intervention. It is expected that pupils attending The Bridge will be ready to fully transition with appropriate targeted support to the classroom alongside their peers following a maximum of one-year of intensive intervention. It is expected that once they transition back to class they will access the full, broad and balanced curriculum alongside their peers. Where children require continued intensive support, this will evidence the requirement for a more specialist setting and appropriate processes will be followed to secure this.

Pupils attending The Bridge benefit from a whole-class approach underpinned by nurture and THRIVE principles and, in addition, will typically require further planned individual support from a THRIVE practitioner. Where appropriate to their identified needs, other specialist services, such as Communication and Interaction team and Speech and Language Therapist will also inform individualised intervention.

The Bridge is not able to meet the needs of pupils who:

- Are working below National Curriculum levels (pre-key stage standards or engagement model)
- Whose needs can be met at level 1, 2 and 3 on the graduated approach for behaviour
- Have specialist provision named in section I of their EHCP and are awaiting placement

### Identification and Referral Process

The purpose of The Bridge is to support children to build self-regulation and personal, social, emotional skills to engage and access the curriculum alongside their peers within the classroom. The aim is to ensure that children can be supported with their behaviour within the universal approach alongside their peers.

All pupils attending The Bridge will - at the time of identification - benefit from a small group setting and a nurturing educational environment with a small class size of maximum 8 children. Access to a small group setting will be in the child's best interests to support their longer term access to an age-appropriate National Curriculum offer.

Any referral to The Bridge is made by a member of the Senior Leadership Team and is agreed as a panel of Senior Leaders, including the SENCO and the Bridge Lead Practitioner. It is informed by the [graduated approach for behaviour](#) and is identified as a level 4 intensive intervention.

Identification for intensive intervention in The Bridge is informed by:

- Engagement indicators e.g. high levels of lesson removals, high number of suspensions, being at risk of permanent exclusion, persistent absence due to demand avoidant behaviours and/or emotionally based school avoidance.
- Identification of high levels of social emotional mental health needs through diagnosis or SEND identification processes.
- Whilst children attending The Bridge might be functioning broadly in line with National Curriculum levels academically, using the THRIVE assessment children will be functioning significantly below their appropriate developmental stage in relation to their personal, social and emotional development.

The impact of contextual and environmental factors will also be considered as part of the identification process with a deliberate focus on promoting the child's best interests and meeting the child's needs.

Where access to The Bridge is being considered, pupils will complete the following assessments:

- Thrive assessment
- Speech and language assessment (verbo)
- Review of most recent assessment against the National Curriculum during independent learning
- Behaviour and attendance data will also be analysed.

Children identified for the Bridge might not necessarily be on the SEN Register but will be placed on the SEN Register with the prime area of need being SEMH once they access the Bridge. This will include the development of an individual learning plan with core identified targets as well as a one-page pupil passport. These individual learning plans will reflect children's academic, well-being and safety needs. These will be reviewed at least half-termly.

### **Partnership working**

Any access to The Bridge is informed by close partnership working with parents from the outset. This includes a [home-school partnership agreement](#) and at least half-termly review meetings.

All external professionals working with children in The Bridge will be consulted, where appropriate.

### **Curriculum delivery**

The Bridge aims to span no more than two National Curriculum phases (i.e. KS1 and LKS2).

All pupils attending The Bridge have an entitlement to a broad, balanced and relevant curriculum. It is recognised that, in order to address the low engagement indicators for the pupils accessing the Bridge, the curriculum needs to be weighted appropriately to ensure their personal social and emotional development is prioritised.

The curriculum is structured using a RESET model - Respite, Engage, Structure, Expectation and Transition.. This is not time- or phase-limited and is informed by regular formative assessment to build as quickly as possible towards transition back to class in particular areas of strength.

Core curriculum areas (reading, writing and maths) will be prioritised as well as foundation subjects of particular individual strength or interest. The core curriculum focuses on key learning components to support transition back to the classroom e.g. reading fluency, decoding, writing etc. and will be informed by core targets identified in children's individual learning plans. Broad and balanced curriculum contexts are co-designed in line with children's interests to facilitate identified learning opportunities and maximise engagement.

Children's individual pathway for RESET is reflected in [individualised provision timetables](#) that are reviewed weekly and co-created with the child.

### Assessment

There are a range of assessment approaches used:

- Formative assessment for daily/weekly curriculum - academic and social learning
- Thrive assessments half-termly
- Speech and language baseline and termly reviews
- Curriculum assessments in line with whole-school practices

### Unified whole-school approaches

The Bridge sits within the [whole-school graduated approach to behaviour](#). Within the 5-stage graduated approach, The Bridge is identified as a stage 4 intensive intervention. It is recognised that safe practices within The Bridge reflect usual school policy and procedure with intensive support. This includes appropriate understanding and application of consequences. This is reflected in [The Bridge behavioural expectation document](#).

The Bridge sits within the whole-school approach to inclusive learning environments. This constitutes a whole-school approach to communication-friendly and enabling environments. The Bridge leader works in close partnership with classroom teachers to support a unified approach.

