

Bridge House School

Trusted to deliver excellence

Welcome to Bridge House School

Welcome to Bridge House School. We recognise that maintaining young people in education is of vital importance. Bridge House School is a small independent special school catering for 36 young people, aged 11-18 providing full time education in a therapeutic environment. Based in Greater Manchester, we put a strong emphasis on vocational courses and broadly follow the National Curriculum leading up to and including GCSE's and Functional Skills accreditation.

Our Approach

Our unique approach seeks to ensure children feel safe, secure, not-judged, accepted and understood. Bridge House School caters for young people with complex needs that are likely to have a diagnosis of highly functioning autism. Our aim is for our students to build up self-esteem and attain nationally recognised qualifications which will provide a pathway to apprenticeships and adult employment and integration into community life. We are able to transform the lives of young people, encouraging positive relationships with a high emphasis on life enriching opportunities and activities, and developing strategies to help them to navigate their way through life situations.



Our Vision

Our vision is to help children and young people to develop their social, independence and education skills so they can fulfil their aspirations and potential. Bridge House School offers a range of bespoke high quality educational care for young people within a safe and homely environment and has been specifically designed to support individuals in leading active and independent lives. We empower and inspire young people to make the right choices in pursuit of their passion and happiness, through a broad and bespoke curriculum. With dedicated staff, a unique approach and purpose-built facilities; we provide a supportive, safe and happy environment where all young people make progress regardless of ability level.

A flagship educational service

At Bridge House School, we recognise that every child is different. Our young people have access to a team of skilled teachers, therapists, and professionals who work together to ensure each child has a learning programme tailored to their specific needs.

We focus on enabling young people to flourish by encouraging and building upon their individual strengths and interests. Our staff team work closely with them to develop and deploy strategies to overcome and manage their unique challenges and barriers to learning.

In addition to academic achievement, we aim to build emotional wellbeing and resilience and develop the children's social and independence skills. This is carefully structured through a personal development programme of therapy, enrichment activities, and bespoke learning, designed to strengthen confidence and self-esteem, through the experience of success.

Partnership Working

We work in partnership with Local Authorities and parents to provide the right educational, social and sensory framework to allow children to flourish who might otherwise be unable to attend school. Families are offered the support and advice they need to feel confident and informed about their child's needs and future prospects.

We are ambitious about our young people and are deeply committed to ensuring that they have a rich and successful experience at Bridge House School; well-prepared to enjoy a fulfilling and successful future.



Independent School

Bridge House School offers specialist therapeutic education for young people with complex needs, which includes autism and other associated conditions.



Safe Learning Environment

Our aim is for all young people to successfully re-engage in education to achieve the qualification skills and ability to function in society.



Partnership Approach

We want every young person who learns with us at Bridge House School to reach their full potential. We truly value partnership working with families, communities and Local Authorities.

What do we offer?

Enhanced Curriculum

Our Enhanced Curriculum is designed to support the specific individual needs of our young people. We have broadly adopted the National Curriculum to underpin our education programme. We have built on it to support young people to achieve to the best of their ability.

Our day allows young people to learn at a pace appropriate to them, with flexibility in the timetable to suit their individual needs. We also make use of appropriate technology across the school day and throughout our curriculum. We select children with similar profiles where a mainstream environment may not have been suitable for their needs. Increased level of anxiety has often led to our young people being unable to access school, previously resulting in extended periods of missed education. This gives rise to potential gaps in learning and possible deep-rooted disaffection with education.

Our aim is to help young people to transform their own perception of their abilities, which in turn can help them transform their futures. Alongside their academic studies we provide enrichment activities, comprehensive learning resources, therapeutic care and more personalised approaches. We want each young person to achieve standards which allow them to move on to further education and employment opportunities that would otherwise be out of reach. We consider progress within the young people's social and emotional wellbeing to be equally as important as academic progress and we offer integrated therapeutic classrooms, to ensure that our young people's needs are met.

At Bridge House School we offer:

Academic/Therapeutic:

- GCSE
- ASDAN
- AQA Unit Award
- Arts Award
- Music NCFE
- Entry Level
- Functional Skills
- Employability Skills
- Stable Management

Vocational:

- Hair and Beauty
- Horticulture
- Design Technology (woodwork, textiles)
- Duke of Edinburgh Award
- Child Development
- Construction/DT ASDAN
- Animal Care ASDAN



Enrichment Curriculum

Our day provides a flexible timetable to accommodate our young peoples' needs. We run an enrichment programme to provide extended learning experiences which focus on positive engagement in social groups and opportunities to build resilience and emotional wellbeing.

This programme extends into our community, and includes a wide range of sporting activities, practical activities, creative and performing arts as well as outdoor learning experiences.

Young people benefit greatly from achieving results beyond academic attainment. Their emotional wellbeing and resilience are strengthened as they take part in these enrichment activities and programmes. We see the results in greater levels of engagements, confidence and self-esteem.

Integrated Therapy

Bridge House is built to be different. We exist to provide a unique provision for children with a specific profile within SEN education. All our pupils have an Education, Health and Care Plan (EHCP) from their Local Authority, usually associated with a diagnosis on the Autism Spectrum.

Typically, our children present with the following needs:

- Autistic Spectrum Condition
- High anxiety
- Social vulnerability
- Actual or perceived barriers to learning
- School Phobia
- Difficulty building and sustaining relationships
- Academically able with gaps in prior learning
- Sensory processing needs
- Social communication needs
- Low self-esteem and poor resilience

Our approach is designed to make every interaction our young people have across their day a therapeutic one. From the classroom to the dining room, whether playing sport or simply relaxing in a quiet zone, any time they meet an adult, that person will behave in a calm and regulated manner and will be trained in how to engage with our young people.

We believe a successful therapeutic school demonstrates three key aspects, which are all interconnected:

- A therapeutic culture
- A therapeutically informed physical environment
- A context that helps each young person reach their full potential

What do we offer?

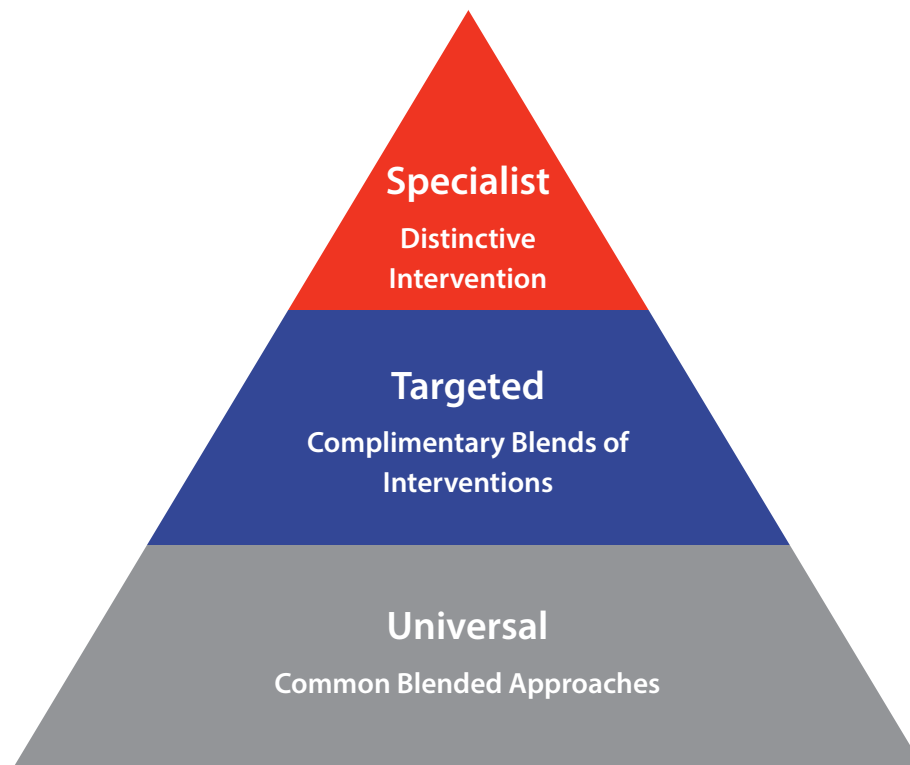
Together with our teachers, who are all experienced at working with children with SEN, our therapists work in an integrated way across the school. They can identify barriers to learning and suggest strategies to support our young people to manage these. Because strategies are shared with all staff, our young people receive consistent, specific support and become able to progress and succeed. Over time, young people become able to internalize and utilise these strategies themselves in their journey towards adulthood.

The Therapy Team supports young people to acknowledge, understand and find successful ways to manage their specific challenges as they develop. The Therapy Team also support our education team to incorporate therapeutic ways of enhancing learning opportunities both in and outside the classroom, during all activities on their journey towards independence.

Our model enables us to offer whole school universal support at a core level, targeted support to identified small groups and specialist support to young people's, identified on their EHCPs as needing 1:1 sessions.



Waves of Therapeutic Intervention



Specialist: (identified young people):

- Young people whose EHCPs identify a requirement for individual therapy sessions with a SaLT, OT or Psychology, or young people whom we have identified as likely to benefit. Therapist shares generalised outcomes with staff.

Targeted: (specific young people):

- A group of young people identified as needing support to identify and better express their feelings are brought together for a series of 'Understanding Me' sessions, delivered in classrooms to discrete groups, or 'Circle Time' sessions, to engender peer support with some young people identified as buddies to foster friendships. Therapist shares outcomes with staff.

Universal (all young people):

- Therapists around the site observe, support and share advice and suggested strategies with the whole school team
- Therapeutic sessions run by the Therapy Team and open to all young people:
- OT led: Touch typing, Handwriting, Circuits (include swing/balance boards)
- SaLT led: Board games, Connect 4, Uno, Lego Therapy
- Psychology led: Keyworker Catch-Up, reflection time outdoors

What do we offer?

Family Support

We place huge emphasis on our relationship with the families of our young people. We develop personal plans with every child and consult closely with parents at every step of the way.

Your journey with us begins long before your child starts their first school day at Bridge House. The profile of young people we support is specific and there is good reason to be selective. They have a range of needs that are unable to be supported within mainstream schools.

We work with you from the outset to understand your child's situation and individual needs. Once we agree that Bridge House is the appropriate choice with Local Authority approval, we begin the careful process of transition which is specifically tailored to your child's needs. This includes multiple visits for you and your child. We aim to ensure our young people feel part of our school from day one.



How we deliver



Our People

We strive for our team to be the best of the best.

The senior team at Bridge House have worked in special education and therapeutic environments for many years. We put the young people's needs at the heart of everything we do, and we strive to create a community with unique characteristics.

Every interaction across the day delivers our unique therapeutic approach. We aim to bring the best out of our young people, providing positive challenge whilst supporting them to achieve their goals.



Our School

The buildings, facilities and amenities of Bridge House are all designed to provide the best possible environment for our young people.

As well as creating the ideal school from an educational standpoint, we considered the specific needs of our SEN cohorts, paying special regard to the interior design, colour scheme and sensory experience.

By creating a calming environment this helps young people to focus sets a positive tone to the day



Our Policies

We follow Ofsted guidance throughout our school. Our vision is based on being innovative as well as accountable so that we may transform the lives of our young people.

Our policies ensure that values are applied consistently with defined expectations which provide a framework for staff and young people alike.

See our website for the individual policy statements and regulatory reviews of our governing policies.

Frequently Asked Questions

Q: What is your admission procedure?

An admission typically involves:

- A referral from the local authority/initial visit to school.
- Gather information.
- An observation of your child either in their current setting OR an on-site assessment at Bridge House School.
- We would then offer the local authority a placement if found suitable.
- The local authority will decide whether to fund the placement.
- The transition plan will start, including home visits by our staff and introductory visits to the school.

We will support you throughout the admissions and transition process. Further information about admissions can be found on our website or contacting our Head of Admissions.

Q: How long is the school day?

- Our starts at 9am and finishes at 3pm and 2pm on a Friday

Q: What do you offer for school meals?

- We offer different options each day, considering our young people's varying dietary requirements.
- We also provide daily snacks and, mindful of the individual likes and dislikes of our young people, we offer a range of healthy options.

Our meal programme helps:

- Develop social and communication skills.
- Young people learn about making choices.
- Extend their food range and encourage young people to maintain a healthy diet.
- We keep up-to-date with research on the dietary needs of young people to ensure that our menus are nutritious and relevant. If your child has a special diet, we are happy to support this and provide, as far as possible, appropriate meals and snacks.

Q: What facilities do you have?

- Our site offers our young people the best possible learning environment.
- We've got everything covered with sensory rooms, playground, sensory garden, indoor sports hall and lifeskills room.
- Our green-fingered young people can develop their horticulture skills in our gardens.
- Computer savvy young people can put their skills to the test in our ICT suite.
- The best way to see what we have to offer is to pay us a visit. Contact us to arrange a tour.

Q: Can you administer medication?

- Yes, with written permission from a parent.
- A medical health plan will be created for your child
- We record any administration and keep on a child's record
- All medication is kept within secure medical cabinets

Q: How will you keep in touch with me?

Parents will hear from us in many ways:

- Informal meetings, telephone contacts and group calls.
- Class Dojo.
- Email.
- Placement and annual reviews.
- Parent forums and parents' evenings.
- Newsletters.
- When your child commences a placement, you will receive a parent pack which allows for information sharing between home and school.

Q: How do you assess young people's ongoing needs?

- When a young person starts at Bridge House School, we undertake education and therapy led baseline assessments.
- To do this we incorporate a range of measures, including information from parents and carers, along with information about their previous education. We then gauge, record and report pupil development in several ways including:
 - Progress towards the achievement of individual targets
 - Progress against their starting point
 - Progress towards nationally recognised qualifications

Our young people vary considerably in their abilities, we seek to help everyone at Bridge House to achieve at the highest possible level. Alongside celebrating educational success, we also recognise and celebrate personal achievements.

What's next?

Book on to one of our open mornings -we'd love for you to visit us.

We'll use this time to explain more about the school and the way we work. You can find details of our next open morning by visiting the school website at www.educ8.org.uk



Leading Therapeutic Education

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Trusted
To Deliver
Excellence