



SEND Report for Academic Year 2026-2027

Table of Contents

1. Mission Statement and Values	1
2. Admissions	2
3. Equality & Diversity	3
4. Physical Disability on Site	3
5. Curriculum Access	3
6. Pupils with Educational Health Care Plans	3
7. Class Sizes	4
8. Involving Pupils in their Education	4
9. Parental Involvement	5
10. Supporting Pupils Moving Between Phases and Preparing for Adulthood	6
11. Assessing and Reviewing Pupil Progress Towards Outcomes	6
12. Careers Advice & Guidance	6
13. Pastoral Support	6
14. Training and Expertise of Staff	7
15. Complaints	7
16. How Bridge School Malvern Evaluates the Effectiveness of its Provision	8
17. Progress Made by Pupils	8
18. Interventions	8
19. SEND Local Offer	9
20. Related Policies	9

A SEN Information Report is written to take into account the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014. The Report will be updated annually or more often to respond to any key changes in the year to reflect the school's provision.

Mission statement and Values

The Bridge School exists for the benefit of children and young people who need an alternative approach to learning, or who need help preparing for transitional life stages such as secondary school to employment or further education or training.

Our aim is to meet young people's learning and emotional needs, and to support them in improving their employment and life chances. The development of positive attitudes to learning and aspirational life goals is central to the support we provide.

Mission Statement and Core Values

Admissions

The Bridge School Malvern accepts children from Year 7. The Bridge is located on two sites based in Worcestershire: one near Hanley Swan and one in Barnard's Green, Malvern. The site at Barnard's Green accepts children from Year 12 only.

Applicants must meet at least one of the following criteria:

1. Have an Education, Health and Care Plan (EHCP) with the Bridge as the named school.
2. Have funding agreed by the local authority (LA) SEND Department.
3. Have alternative funding via the Children in Care system.

All applicants must have travel arrangements and funding in place.

Places are offered on the basis of the ability of the school to meet needs and availability, and as such, the school does not maintain a waiting list.

Catchment Area

There is no formal catchment area; however, parents and carers will want to carefully consider how children will travel in, how the journey will be funded, and how their child will cope with the journey.

How to Apply

Parents or carers who wish to name the Bridge School Malvern as their preferred school on their child's EHCP are welcome to visit at set times or on receipt of the offer of a place. We accept in-year admissions, provided a place is available in the relevant year group. Parents and carers should liaise with the LA to request a consultation. There is a formal process to name the Bridge School as a preferred setting, which differs between local authorities. Parents can contact their relevant local authority for more information. Typically, a consultation will be made to the school and a response is made which states whether the pupil's needs can be met and whether a place is offered. The Bridge retains the right to refuse admission to applicants if they feel they are not able to meet the child's needs as outlined in their EHCP, or who they feel may not fit socially or emotionally with the existing pupil body. The welfare and needs of existing pupils will always take precedence over those of new applicants.

Equality & Diversity

The Bridge seeks to ensure that, wherever possible, all pupils have equal access to the full range of educational opportunities provided by BSM.

The Bridge strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies and practices.

Physical disability on site

In order not to disadvantage or discriminate against pupils, places are offered on the basis of children being able to access the full curriculum. The wider grounds and vocational activities are not accessible to wheelchair users during inclement weather. Also, growing areas are at ground level and workshop benches are at standing height. Many activities also require a level of manual dexterity to access. These are issues the school may consider addressing as part of future site developments.

Accessing the Sites

The Hanley site has accessible access via the ramp to the main reception or via the doors outside Hawthorn classroom. There is a wheelchair-accessible toilet by reception.

At the Sixth Form site, there are wheelchair-accessible doors beside the dining area.

However, there is currently no wheelchair access to the enterprise unit and there are no wheelchair-accessible toilets.

Curriculum Access

Both sites use Individual Provision Maps to develop bespoke learning journeys that tailor to the individual needs of each pupil; these documents are updated in real time and are accessible to be viewed by all staff so that information is shared and approaches are consistent.

Staff have the resources at their disposal to be able to provide learning via varying mediums to suit the needs of each individual; this includes using printed or written content, the use of digital content, providing access to adaptive technology, providing overlays and having adjustable settings to allow them to set their own font/screen needs, offering touch screen technology as well as keyboard/trackpad/mouse for computer use, providing access to screen reading software, reading and scribing where required.

Bridge School Malvern also invests in training for staff, ensuring that staff learning needs and specialisms are identified and training implemented as well as regular refresher training so that our provision continues to offer up to date, relevant and applicable learning, support and opportunities to all pupils.

Pupils with Educational Health Care Plans

All pupils who attend the school have an EHCP and as such will have diagnosed SEN, such as ASC, MLD, SEMH, SPD, FASD, global developmental delay, and other complex needs. Pupils are offered a place at the school through the formal consultation process by the local authority, who ensure we can meet their needs as stated in their Education, Health and Care Plan (EHCP). Many pupils come to us having struggled in mainstream schools and will have social, emotional, and/or mental health needs (SEMH). In addition, they might have SEN in additional categories of need, including Cognition and Learning needs, Communication & Interaction needs, and Sensory & Physical needs. We ensure the provision we offer addresses all aspects of a child's SEN and we regard all our pupils holistically.

Bridge School Malvern offers a graduated approach to assessing, identifying, and providing for pupils' special educational needs. A rigorous assessment procedure is in place which includes:

- baseline screening on entry in English and Maths
- collection of data from previous schools
- creation of a pupil's individual provision map (IPM)
- termly case study meetings which review and update the IPMs

Our curriculum is designed to meet the needs of pupils for whom practical vocational skills and social and personal development are of particular importance. Teaching is delivered to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. Resources are adapted where necessary and recommended aids made available, such as laptops, coloured overlays, visual timetables, larger font, etc.

Teachers allow plenty of processing time for pupils, pre-teach key vocabulary, read instructions aloud and scribe as appropriate for those in their classes. In the event a pupil may require any additional specialist assessment to ensure their needs are being met, the SENCo will provide evidence to the LA to support this request.

Class sizes

The majority of teaching sessions are in small groups. Interventions are delivered either one-to-one or in very small groups. There are opportunities for pupils to come together in larger groups supported by staff. Some pupils find it difficult to access larger group sessions and there are adaptations made for this to enable them to take part remotely in other rooms supported by staff. Larger group sessions, PE or games are mostly based outdoors (weather permitting) and again, staff ratios are appropriate to the needs of the pupils.

Involving Pupils in their Education

All children and young people in our school are treated with dignity and respect. There is personalisation of the curriculum for each pupil so that they can access and experience success throughout their school life.



All pupils are given the opportunity to participate in a school residential at Jamie's Farm in Hereford at least once. This is a four-day residential programme designed to broaden pupils' cultural, social, and emotional experiences.

Pupils are supported throughout the school day to access learning. This includes individual support from the pastoral team to reflect on what they find difficult, practise emotional literacy, and develop strategies and approaches to help them cope in the future.

The School Council involves pupils to contribute and decide on aspects of school life relating to their needs.

The annual review process of Education, Health and Care Plans includes the choices and views of pupils. Children and young people are supported to give their views.

Parental involvement

Parents/carers are fully involved in transition arrangements when a pupil joins. Contact is maintained through regular informal communication to celebrate progress and achievement and to ensure we work in partnership to support their child.

We believe that clear, open communication between the school and parents/carers has a positive impact on pupils' learning. Because of our regular ongoing conversations with parents, we do not have parents' evenings. Our pastoral team is available by phone and email daily, and teaching staff are available to meet with parents on request.



Each year, parents/carers are invited to a statutory Annual Review of the EHCP to discuss their child's progress and ways to forward their learning, both at home and in school. The statutory information is circulated prior to the meeting, your views and your child's views will be gathered, and outcomes for the next 12 months will be agreed.

We hold vocational options meetings for parents/carers and pupils in Year 9 to discuss their Year 10/Year 11 vocational routes, such as animal care, horticulture, hospitality, construction,

and art. We also invite parents/carers to meetings to discuss careers and progression in Year 11 in preparation for Post-16 options.

Parents/ carers receive formal Progress Reports at the end of each term.

Feedback from students, parents and Ofsted:

"I just wanted to take this opportunity to say thank you all so much for the past year. The support and kindness that you show is just amazing and A and myself are both very grateful to you all and proud to be part of the Bridge."

"I would like to thank you all for the overwhelming amount of understanding and kindness you have all shown to me this term."

"To be honest, he's a changed person since he's been there, and we're really proud of him!"

"My child has found a love for cooking, which has helped him find his strengths and build self-esteem"

Ofsted comments June 2026

"Pupils make huge strides forwards in their personal development at this school. Pupils' strong progress in this aspect is a key factor in their progress across all other aspects of their school lives."

"From animal care to horticulture and from cycle maintenance to printing, well-qualified staff teach with expertise, energy and patience. They are calm and encouraging and, over time, give pupils the self-belief and knowledge they need to succeed."

"All interactions between adults and pupils, no matter how fleeting, are constructive and help pupils to grow in positive ways."

Supporting pupils moving between phases and preparing for adulthood

The School SENCo, Sarah Whitelaw, coordinates transitions for new pupils starting in Years 7–9. The sixth form SENCo, Muriel Fitzer, coordinates the transition into the Sixth Form. For Post-16 phase transfers, the Careers and Employability Manager, Lucy Hodgkins, will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Assessing and reviewing pupil progress towards outcomes

Every pupil in school will have 12-month short-term educational outcomes set for them through the EHCP annual review process. Parents/carers are involved in agreeing these outcomes. Regular progress monitoring is carried out alongside regular case studies where senior staff review data, agree strategies, and provide advice for teaching staff to enable pupils to progress towards these outcomes. Progress is tracked in functional skills (Maths and English), vocational areas, and personal and social development.

Careers Advice & Guidance

Careers guidance is an essential part of Bridge School Malvern's curriculum. The Bridge careers programme aims to encourage pupils to be ambitious, broaden their horizons, explore their own career aspirations throughout their life at school, and ensure pupils' readiness to take their next step in their learning or career. Pupils in Year 10 and above work with our Careers and Employability Manager to identify suitable, high-quality work experience placements. Employability skills are a focus to ensure pupils have a good understanding of what is expected of them in the workplace as well as their rights and responsibilities. We help pupils identify next steps for life beyond school into Post-16 options and/or training and employment.

Pastoral Support

We have a dedicated pastoral team who support pupils within the school throughout the school day. These staff are trained to support pupils with their emotional literacy and help them explore strategies to enable them to engage fully in their learning. Pastoral staff feed back formally in daily whole-school staff meetings.

Training and Expertise of Staff

Bridge School Malvern is committed to the ongoing training of staff. We have a Teaching & Learning Manager who coordinates, delivers, and tracks staff training, ensuring it is up to date and that statutory duties are met. We have an annual staff training programme which focuses on the needs of pupils in our school.

We are an autism-friendly and trauma-informed school.

We have a range of qualified teachers and staff qualified in their specific areas of expertise, such as animal care, construction, catering, business enterprise, and art. We also have trained staff who offer additional support to pupils in areas such as Mental Health and Wellbeing, counselling, and Mindfulness.

We bring in qualified trainers for delivery of SEN interventions and awareness as necessary. The Bridge contracts with Wordful Speech and Language Therapy. We have a speech and

language therapist on site two days per week to deliver interventions and to review pupils' needs as requested by staff and parents.

Complaints

If a parent/carer is concerned about their child's progress, they can talk to the SENCo or a senior member of staff. If parents feel their concerns are not being addressed, they can contact the SEND Governor, Cherry Clarke (contact details in the table below).

Sue Hornby Headteacher	suehornby@bridgeschoolmalvern.org
Simon Rowe Deputy Headteacher	simonrowe@bridgeschoolmalvern.org
Sarah Whitelaw SENCO	sarahwhitelaw@bridgeschoolmalvern.org
Vicky Gundersen Head of Sixth Form	vickygundersen@bridgeschoolmalvern.org
Cherry Clarke SEND Governor	cherryclarke@bridgeschoolmalvern.org

The process for all complaints is made available in the parent handbook, which is updated each year and sent out directly to families. The complaints procedure is also available on the website: [Parental Complaints Policy](#).

How Bridge School Malvern evaluates the effectiveness of its provision

The Governors and Senior Leadership Team carry out continual self-evaluation of:

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

The education sub-committee meets termly to review overall progress.

Progress made by pupils

Pupils at the Bridge in Years 10 and above work towards a suite of City & Guilds qualifications which prepare them for employment and independent living. City & Guilds is an awarding body that is well respected by employers. Typical qualification outcomes include Functional Skills Maths, Functional Skills English, an Employability Skills qualification, and two vocational qualifications. More information on how we assess pupils' progress can be found in our [Assessment Policy](#).

Interventions

Pupils at the Bridge have a very wide range of social, emotional, and learning needs. Progress can be spiky and will not look the same for every child. Many of our pupils require referrals to other agencies and/or specialist interventions to help them make progress. These interventions may include speech and language input, specialised counselling, and social skills programmes. Not all interventions mentioned in the EHCP can be delivered at once, but are instead spread throughout the time the pupil is at school. Interventions are carefully considered and introduced to the pupil at an appropriate time. Sessions are delivered either one-to-one or in small groups.

The term 'psychosocial skills' is used generically to define a range of social, communication, emotional regulation, thinking, and other 'soft skills'. In total, they make up those skills needed for a functioning member of society to enjoy life, have respect for others and their environment, confidently engage in meaningful work, and achieve a satisfying adult life. We carry out baseline assessments of psychosocial levels. This provides a basis for informed decision-making regarding pupil individual learning programmes and interventions.

SEND Local Offer

Our contribution to the local offer is to provide a highly compassionate and supportive environment for young people who struggle to cope in mainstream education or to engage in typical classroom-based environments. We provide very focused support for children's emotional and social development and give a lot of support and guidance for them to transition into a rich and fulfilling adulthood.

For more information on the local offer for Worcestershire, Herefordshire, and Gloucestershire, please visit the websites below:

[SEND Local Offer | Worcestershire County Council](#)

[GloSFamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers](#)

[Local offer special educational needs and disabilities – Herefordshire Council](#)

We work closely with the LA and other agencies such as Early Help, Occupational Therapy, CAMHS, and other professionals to support pupils' needs and provide support for their families. Our pastoral support team has good local knowledge of organisations, voluntary support groups, and online links to help signpost parents and carers.

Related policies (available via the website)

[Accessibility Policy](#)

[Assessment Policy](#)

[Behaviour Policy](#)

[Careers Policy](#)

[Curriculum Policy](#)

[Equality & Diversity Policy](#)

[Parental Complaints Policy](#)

[SEND Policy](#)

If you have any queries or requests for policies or information relating to this report, please contact the Headteacher, Sue Hornby, at telephone 01684 311632 or email suehornby@bridgeschoolmalvern.org.

Governor SEND Link is Cherry Clarke:
cherryclarke@bridgeschoolmalvern.org