



Ordinarily Available Provision

The purpose of this document is to describe the provision which Bridge Street School, as an SEMH Pupil Referral Unit, can provide or make available to all pupils within the school. The intention is to remove barriers to learning by putting effective provision in place and review and refine this through internal monitoring and statutory processes.

What is ordinarily available provision?

The term 'ordinarily available provision' refers to the range of activities, strategies and experiences that can be offered to all pupils in line with the SEND Code of Practice.

Some pupils require a more targeted approach and a few require specialist support.

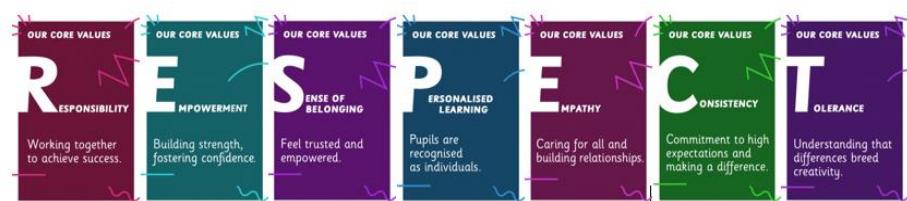
Expectations

The provision received by a pupil should be underpinned by the SEND Code of Practice (2014) and have regard to the Equality Act (2010), SEND policy and be regularly reviewed throughout the pupils' time at Bridge Street School.

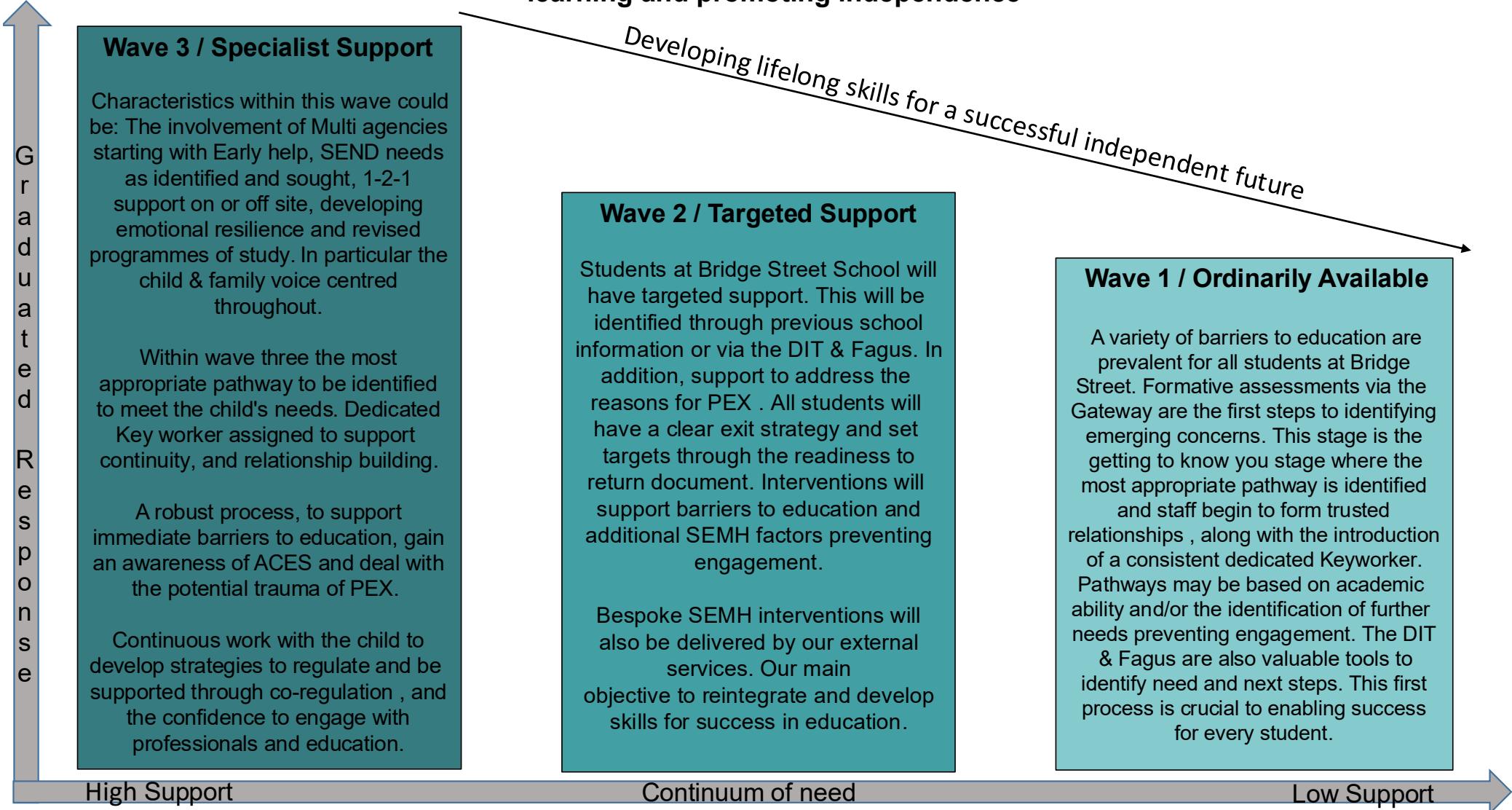
We believe that every day is a new day and a fresh start!

Great today. Better tomorrow!

We are committed to the phrase 'We Never Give Up'. We believe that in all our work students, staff and families deserve every opportunity to succeed.



Bridge Street School graduated response of support to address SEMH factors reducing barriers to learning and promoting independence



<h2 style="text-align: center;">Ordinarily Available Provision: Wave 1 for all</h2>	
Expectations	How we do this at Bridge Street School
Ensuring pupils are able to make progress through internal routines to reduce barriers to learning	<p>Supportive induction, relaying any fears about the school through a Gateway process which gives consideration of the pupil's pathway into the school and factors affecting this.</p> <p>Building relationships with parents/carers and commissioners.</p> <p>Sharing successful case studies, about transitions to mainstream.</p> <p>Pathways into our provision could be from a variety of different routes, such as a permanent exclusion from a mainstream setting, schools seeking alternative provision, IYFA, out of area students and Looked after Students from around the country.</p> <p>Information gathered from commissioning schools, virtual schools and social care to enable a full picture of a student's needs.</p> <p>Use a suite of assessments to consider the most appropriate curriculum pathway and intervention required. These include:</p> <ul style="list-style-type: none"> • Phonics & Phonics Screening • BKS English & Maths • New Group Reading Test • Black Well Spelling Test • Entry Level English Reading & Writing. <p>Review of provision and interventions through data drops, observations, placement reviews and annual reviews, responding to change in needs or pathway.</p> <p>Adaptations to teaching and learning and enable the pupils to have their normal way of working in place to manage any exam arrangements.</p> <p>Smaller class sizes with higher staff to pupil ratio than mainstream settings.</p> <p>Half-termly placement reviews with commissioning schools.</p>

	<p>Readiness to return targets set.</p> <p>Phased transitions back into mainstream, supported by Bridge Street Staff.</p> <p>Fresh Start applications for PEX students.</p> <p>Exam access arrangements and normal way of working.</p>
High level of pastoral support and effective partnerships	<p>Family support workers engaging with families to support needs, on occasion performing inductions, identifying barriers in coming to school and undergo assessments where appropriate.</p> <p>Attendance Lead to identify trends and patterns in attendance and implementation of strategies to engagement.</p> <p>Dedicated Key workers allocated to each individual student.</p> <p>Continued collaboration with external agencies to provide further support and guidance.</p> <p>Wellbeing support & reflective practice for staff and students.</p> <p>Staff & student voice to potentially inform change.</p> <p>Staff support during unstructured time.</p> <p>Lunches provided for all.</p> <p>Regular home – school communication. Family support workers engaging with families to support consistency between school and home.</p> <p>Access to an Engagement mentor and interventions.</p> <p>Celebrating success and rewards systems.</p> <p>Travel training.</p>
Meeting needs through curriculum and wider curriculum offer.	<p>Providing Quality First Teaching to all.</p> <p>Neurodiverse friendly approaches and teaching styles.</p>

	<p>Use of Alternative Provision to support learning as part of the timetable offer.</p> <p>Broad and balanced curriculum pathways designed to support stretch and challenge to maximise chances of returning to mainstream.</p> <p>Strong Personal Development curriculum.</p> <p>Access to a range of formal qualifications up to GCSE.</p> <p>Access to Functional Skills Qualifications in Math and English from Entry Level 3 to Level 2 to compliment GCSEs and support learners with additional SEN needs to make progress and demonstrate acquired learning.</p> <p>Opportunity to be part of the school council and pupil voice.</p> <p>Vocational offer.</p> <p>Careers opportunities and external careers guidance including support to attend careers fairs and opportunities as well as interview preparation.</p>
Meeting needs through culture and environment	<p>High expectations of behaviour and attitude to learning.</p> <p>A trauma informed approach is used throughout the school, which is supported by our Attachment & Trauma Lead.</p> <p>Staff trained in ACES. (Adverse Childhood Experiences)</p> <p>A trauma informed approach is used throughout the school. Staff experienced in de-escalation strategies and Team Teach trained.</p> <p>Relational approaches.</p> <p>Celebrating difference, such as Sexual orientation, neurodiversity and ethnicity, creating a sense of inclusion and identity.</p> <p>Social, Emotional learning curriculum Framework.</p> <p>Reward systems aligned to school values.</p>

<h2 style="text-align: center;">Targeted Support: Wave 2 for some</h2>	
Expectations	How we do this at Bridge Street School
Use of resources	<p>Personalised reward for achievement and attendance.</p> <p>Specific 1-2-1 support which may come external sources.</p> <p>Educational Psychologists referral.</p> <p>Enhanced Wellbeing support.</p>
Providing parents and carers further support from school	Signposting to other services.
Providing further support for pupils in school	<p>Subject specific academic interventions.</p> <p>Mentoring programmes.</p> <p>NCAT Team-EAL (English as an Additional Language).</p> <p>Enhanced Mental Health & Wellbeing Education-PSHCE.</p> <p>Referrals to external services to support an identified need.</p> <p>SEMH interventions.</p>

<h2 style="text-align: center;">Specialist Support: Wave 3 for a few</h2>	
Expectations	How we do this at Bridge Street School
Making short term adaptations	<p>Some pupils may require a period to readjust to learning in an alternative setting and come to terms with the trauma of a permanent exclusion. This may be an extended time within the Gateway or an offsite provision within the community. On occasion, there may be a need for a revised programme of study to ease a new student in due to anxieties. This will be reviewed on a fortnightly basis.</p>
Enhanced services and referrals	<p>Occupational Therapies and Speech and language can be provided where the service is open on site or off site depending on needs.</p> <p>Educational Psychology can be provided where there is a specific need to provide support for a change in needs or presentation that is not within a statutory process.</p> <p>Referrals can be made to the Neurodevelopment pathway, including single point of Access.</p> <p>School Health involvement and referrals to the Nursing team.</p> <p>Psychotherapy and linking with CAMH's to support mental health needs.</p>