



The Bridge

Information booklet



achieving
for **children**

The Bridge

The Education Inclusion Support Service (EISS) offers a multi-tiered approach to social, emotional and behaviour support aimed at preventing the need for exclusion through early intervention and specialist support. The Bridge is part of this tiered approach outlined in Appendix A. Interventions are staged in waves which clearly identify the approaches and provision offered through different stages, ranging from school-based advice and guidance in Wave 1, through to the enrichment programme delivered at The Bridge at Wave 4.

Offering a structure based on the six nurture principles and underpinned by a clear and consistent behaviour framework, The Bridge offers pupils both an enrichment programme and a separate respite programme.

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

(Nurture UK, 2020)



Pathway 1 - Enrichment

Offered to pupils who need additional support with social and emotional skills in a focused and individual programme. This is aimed at building confidence, resilience and independence whilst focusing on promoting a positive attitude to learning and improving behaviour.

Pathway 2 - Respite

Offered to pupils whose placement is at risk of breaking down. These students are usually going through the statutory process for an education, health and care plan (EHCP) and are likely to need to move to a more specialised setting. This can also include pupils who already have an EHCP and are awaiting a school move.

The Bridge offers:

- a team of professional, qualified and experienced behaviour support specialists and a specialist teacher
- experienced positive behaviour management trained staff and a positive behaviour management trainer (also known as team teach)
- an allocated early help practitioner from each borough attached to The Bridge
- a linked Achieving for Children (AfC) educational psychologist
- links to the local community police officer
- a strong collaborative link with schools and other AfC services
- a wide range of emotional literacy and social and emotional learning intervention programmes to support pupils

Effective collaboration between The Bridge and the mainstream school ensures that both can build effectively on the learner's prior achievements.

An important measure of the enrichment programme is successfully supporting learners return to full-time mainstream education. The underlying principle of the learning package is that learners should remain the responsibility of mainstream schools and that, in most circumstances, plans should include a full return to the mainstream school.

The provision will be overseen by a Quality Assurance Monitoring and Evaluation Team (QAMET) drawn together from a representative group of relevant partners across the Kingston and Richmond boroughs whose remit is monitoring consistency and quality in the leadership, management and delivery of alternative provision for The Bridge. This is to ensure that alternative provision meets statutory guidelines for safeguarding and quality of education whilst promoting high standards of suitable education for pupils who would not receive a suitable education being full time with their school.



Referrals

Referrals are made to the Early Advice and Intervention Panel (EAIP) which is a conduit to all AfC inclusion services. This panel sits every week and oversees all referrals submitted from across the two boroughs requesting inclusion support.

It is expected that pupils being referred to The Bridge will already be known to the EISS and indeed their cases should be open to the EISS Advisory Teaching Team who will then support the application for an enrichment or respite programme. Other professionals and/or agencies (such as educational psychologists, social workers, family support workers) working with the child should be part of the multi-agency team that agree this type of provision is necessary and appropriate. Parents and the child or young person should also be consulted and their views taken into consideration.

Referrals are generally made from schools where the child is on roll, but internal referrals are also received from the AfC Special Educational Needs (SEN) Service in circumstances where a child is without a school place.

The referral form should be completed by schools or the SEN Service, signed by the headteacher and parents or carer and then submitted to eiss@achievingforchildren.org.uk. The school baseline assessment and baseline questionnaire should be completed via a Google link which can be accessed by request from the EISS email account above. Schools will also need to sign a work agreement which defines the commitment agreed by both parties.

This panel acts as the gatekeeper and as the professional body that decides which children should be allocated a place on the enrichment programme. Only if intensive outreach intervention fails to give pupils enough support in school, are they offered places on the enrichment programme at The Bridge.

The Early Advice and Intervention Panel sits weekly during term time and the panel consists of members of the EISS Advisory Teaching team, the EISS Head of Service and variously other Inclusion leads and representatives from different AfC services.

EISS referrals from schools generally relate to individual cases where behaviour has escalated significantly so that school staff are struggling to manage this effectively and there is a marked impact on teaching and learning.

The Bridge Enrichment Programme

Key Stage 1 and 2 learners at risk of exclusion can attend an enrichment programme for one to two days a week at The Bridge. The cost of this programme is charged to schools at a daily rate and the place will run over a full term (approx. 12 weeks). A work agreement will be sent to schools once a placement has been agreed. This document, aimed at school bursars, will give full details of the cost and length of the programme.

The programme uses nurture principles alongside a clear and consistent behaviour framework, providing a positive impact on social and emotional learning, wellbeing and behaviour.

This planned support enables the learner to work intensively towards specific goals, for example, learning techniques which support improved behaviour. The support provided helps the child or young person to remain on their school roll

Individual plans are agreed with referring schools and specific target areas are identified which enable the child to work intensively towards specific goals.

The Bridge Specialist Behaviour Support Team works closely with the referring schools and other agencies to ensure that a team around the child approach is used, meaning that the skills that the child learns in The Bridge can then be transferred back into the school setting.

Whilst the focus of the programme is on enrichment and behaviour for learning, the pupil will continue to their access core subjects every day. The child remains the responsibility of the mainstream school whilst in the alternative provision and thus remains on their school roll.

Some pupils on medical tuition are likewise able to access a small group setting for short periods of time, and these pupils can also be offered access to the AP as part of their tuition package.

Primary alternative provision - respite placements

On the rare occasion where a child is due to move to a more specialist setting, they are between schools due to placement breakdown or have just moved into a borough, they might be offered a place in The Bridge as a temporary measure whilst the AfC SEN Team are looking for a new placement.

If the child is on role at a school in the Kingston or Richmond boroughs, they will remain on role until a new school is agreed by the SEN Team and named on their EHCP. In these circumstances a child should attend The Bridge for no more than three days a week. Funding for these placements will be agreed between the SEN Service and the current school, but are charged on a daily rate.

Further information regarding The Bridge can be obtained from EISS at eiss@achievingforchildren.org.uk.

Appendix A

Education Inclusion Support Service

Wave 1

Early intervention

- Remote consultation by phone
- Onsite consultation (Advice and guidance)
- SEMH/SEND surgery

Wave 2

Outreach

- School staff coaching
- Teacher and support staff training (£)
- Intervention audits
- Physical intervention training
 - Team Teach (£)
- Mentoring (£)
- Transition support
- Multi-agency TAC support
- SEMH, anxiety, catch up group work (£)

Wave 3

Bespoke Outreach

- Onsite one-to-one specialist behaviour support (£)
- Reintegration programmes (£)
- Readiness for school package (£)
- One-to-one medical and SEN tuition

Wave 4

The Bridge Primary alternative provision

- The Bridge Enrichment programme (£)
- The Bridget Respite Placement (£)