

# Bridge Learning Campus New Fosseway



Valuing the individual.  
Achieving together.



## Dear Parents/Carers

I hope that this prospectus reflects the welcoming and inclusive ethos of our school.

The school provides the specialist learning environment our students need while the campus location offers many opportunities for inclusion alongside mainstream peers.

We are totally committed to offering equality of opportunity for all students within an atmosphere that fosters personalised learning. We respect and value the contribution of every individual whatever their level of need, whilst promoting high expectations for all members of our community.

We will continue to develop our relationships with staff across the campus so that we can all benefit from one another's skills, knowledge and experience to ensure the best outcomes for our young people.

**Shan Wynne-Jones**  
Headteacher



## New Fosseway at the Bridge

**New Fosseway School is a day school catering for the wide variety of needs of children with severe learning difficulties aged between 6 and 19 years old. It is situated in its own buildings at the Bridge Learning Campus.**



**There is little doubt how much pupils like school and their smiling faces when they arrive in the morning are proof of this.**

OFSTED (March 2009)



The school provides a specialist learning environment which meets the educational, medical, social and care needs of our pupils. It also offers excellent opportunities for individuals to be included in lessons and activities with their mainstream peers wherever it is suitable for them.

We offer specialist expertise in autism and our staff are trained to work with augmentative communication systems such as the Picture Exchange Communication System (PECS) and Makaton. We also use sophisticated sensory approaches and environments for children with profound and multiple learning difficulties.

The national curriculum provides the basis of the school curriculum. However, it is extended to include the additional skills training and experience required for adulthood. During each term all pupils are included in visits into the local community and wider environment which are linked to current projects and enhance their learning by providing a wide range of additional experiences.

There are outings to museums, farms, hands-on science displays and musical events, visits from storytellers and dance and art workshops to enrich the curriculum. Additional therapies and the developmental curriculum are delivered individually by education staff and other professionals.

# A real learning experience



### KS4 and Post-16 students

KS4 and Post-16 students follow a special curriculum, ASDAN, which enables them to achieve nationally-recognised certificates in life skills and community activities, as well as continuing to develop their skills in the core subjects of literacy and numeracy.

### Subject options

Some pupils will join classes in Bridge Primary and Secondary schools for sessions in their favourite subject, while others may even have a placement split between specialist and mainstream provision.



### School Council

A School Council operates where pupils have an opportunity to join a joint School Council with Bridge Primary and Bridge Secondary School Councils.

There are good opportunities for most pupils to experience mainstream and college settings. The good curriculum contributes much to pupils' personal and social skills.

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# Welfare & Safeguarding



### Our aims:

The school is committed to equal access for all pupils and after assessing individual needs attempts are made to integrate pupils as far as possible within the school and the wider education system across the Bridge Learning Campus.

### We aim to:

- Provide an environment which is challenging and stimulating; caring and supportive; and which embraces a philosophy of active learning
- Help pupils progress along the continuum from dependence with dignity to total independence, provide equalising opportunities which promote the growth of self-esteem and confidence
- Encourage the development of social skills and self-advocacy
- Meet individual educational needs by working towards individual targets
- Generate an atmosphere of trust, honesty and approachability where the contribution made by everyone is valued
- Ensure that expectations are rigorous and realistic
- Support the professional development of all staff

The pupils' welfare is of paramount importance and policies and procedures are in place to protect pupils and safeguard their welfare. The school works closely with other agencies from social services and health to ensure that pupils are safe.

# Our ethos & values

### Spiritual

Opportunities are provided for pupils to engage with, and wonder at, the natural world, human endeavour and creativity. Pupils are also encouraged to respect differences in feelings, opinions, values and beliefs.

### Moral and Social

Pupils are encouraged through formal and informal settings to develop good relationships, self-control and an understanding of right and wrong.

### Cultural

A wide range of experiences and activities are provided in order to help pupils to understand their own culture and the richness and diversity of other cultures.

# What do the children learn?

## As a school we aim to:

- Help pupils develop a curiosity about the world in which they live and to find ways of satisfying that curiosity through active learning
- Help pupils develop appropriate skills, concepts, knowledge, values, attitudes and understanding appropriate to their developmental level and prepare them for adulthood
- Help pupils to become self-aware and to communicate effectively by verbal and/or non-verbal means
- Help pupils appreciate that they share the world with other individuals and to develop respect, tolerance and understanding of the needs of others
- Help pupils develop interests and skills that will give personal satisfaction in the use of leisure time
- Give pupils an experience of school as a caring, supportive environment where learning is enjoyable and where their engagement is valued

- Develop an appreciation of art, music and the environment
- Develop a partnership with parents and carers to facilitate the pupils' learning
- Help pupils to achieve the highest level of independence and fulfilment in their adult lives



**Achievement and progress are good overall. In several aspects of their learning many pupils make outstanding progress.**

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We have our own state-of-the-art facilities with a hydrotherapy pool, two beautifully equipped sensory studios and soft play areas, ICT equipment, including plasma screens in every classroom and two minibuses which enable us to take the pupils out.

We also share in the first class facilities available to the Bridge Learning Campus as whole. Our students join with their mainstream friends for PE, Art, DT, Music, Literacy and Drama sessions appropriate to their age and needs.

There are after school and holiday activities available to all pupils. Many students have the opportunity to go on residential visits in the summer term.

Our 14-19 students have access to the excellent College Vocational Centre which offers opportunities for inclusion in work-related education programmes such as Motor Vehicle, Health & Beauty and Catering.

# Organisation of the school

## Key Stage 2 (7-11 years)

There are two classes in this department, each catering for pupils with severe learning difficulties and pupils with additional needs.

## Key Stage 3 (11-14 years)

There are three classes in this department:

- Two classes for pupils with severe learning difficulties
- One class for pupils who have Autistic Spectrum Disorder.

## Key Stage 4 and 5 (14-19 years)

There are five classes in this department:

- One class for pupils aged 14-16 with severe learning difficulties.
- One class for pupils aged 16-19 with severe learning difficulties who are more independent.
- Three classes for pupils aged 14-19 with additional needs.

## Length of the school day

School starts at 8.45am and finishes at 3.05pm. There is a midmorning break of 15 minutes for all pupils and a 15 minute afternoon break for younger pupils. Lunch, which is considered part of the school day, is followed by 30-40 minutes of play/leisure time.



# Special Educational Needs

All pupils in the school have a Statement of Special Educational Need which entitles them to appropriate educational resources, both human and physical.

The school conducts an Annual Review of every pupil's Statement, to which parents and carers and all professionals concerned with the child are invited.

In Year 9 there is a Transition Plan meeting which starts the process of planning towards life after school. This is then reviewed annually as part of the Annual Review of Statement.



# The security of pupils and health and safety arrangements

## Security

- The school site has fencing and secure gates
- All the main doors in and out of the building are fitted with coded key pads
- Visitors to the school gain access via an entry call system connected to the office
- At lunch and break times playgrounds are supervised by staff at an appropriate ratio
- Staff supervise pupils' arrival at, and departure from, school and therefore have daily contact with the coach and taxi escorts

## Health and safety

- There are trained First Aiders in each department
- A school nurse is available in school part time and an on-call service operates for emergencies
- All pupils are seen regularly by the school doctor who holds clinics at the school
- Pupils with auditory, visual or other sensory problems, and those requiring speech therapy or physiotherapy, are seen by specialists, who visit the school on a regular basis
- Staff use special equipment in classes, where required, to assist in the lifting of pupils. There is a rolling programme of in-service training to update manual handling procedures
- Risk Assessments are written for some activities and for some pupils, for example, for school transport
- Regular maintenance of equipment is carried out by SKANSKA



## Information about school performance

Information about pupils' progress is made available to parents throughout the year at Parents' Evenings, Annual Reviews and in Annual Curriculum reports. Data showing the overall performance of the school and the achievement of all pupils is sent to the Local Education Authority annually. School policies can be found on the school's website.



**Many parents commented positively about the dedication of the staff and the focus on improving pupils' life skills.**

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# Personal & Social Education



## Sex Education

School Governors maintain a policy for sex education, which is available for parents upon request. As pupils move through the school, the sensitive areas of personal relationships and social awareness are a part of everyday learning. Topics will also provide experience and knowledge in this area, and at the upper end of the school sex education is dealt with in ways appropriate to the age and needs of individual pupils.

The selection of content for individual pupils will vary according to age, developmental level and personal needs. There will be close consultation with parents to ensure consistency in what a child is told and what is expected of him/her, in an area where family values and language often vary. Parents are invited to talk with the teachers in Classes M3, M4, and U3 before any sex education is experienced.

## R.E. and Collective Act of Worship

At New Fosseway School there are regular acts of worship including whole site, department and class groupings where pupils are encouraged to reflect on social, moral, spiritual and cultural themes. Children's work and other achievements are often celebrated at this time together with a recall of the work that has been done. Time is often spent considering how we can care for our school and each other.

Parents have the right to ask that a pupil should be wholly or partly withdrawn from any act of worship or form of religious education. If such a request is made then the school will comply.

## Sports

Swimming is encouraged in the school and we have a regular booking at a local pool. Most pupils will have the opportunity to go swimming throughout their school career and we aim that the majority of pupils who do not have a major physical disability learn to swim. Our hydrotherapy pool is used by physiotherapists and school staff to provide therapy for pupils with physical disabilities.

The school is included in the primary link scheme and there are opportunities for pupils to participate in all kinds of sporting events including athletics and orienteering, with pupils from other schools.



**The strong links with multi-agencies to support pupils' wellbeing are effective and ensure pupils get a very good level of support.**

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## Important information

# Important information

### Extended school day

There are after school clubs available to all ages of pupils at least once a week and a Holiday Club which is open to all pupils for two weeks in the summer holidays and one week at Easter.

### Homework policy

Individual parents who want homework for their child should talk to the class teacher who will advise about what is relevant and how long should be spent on it. Some pupils may be asked to:

- practise reading or share a book with someone at home
- learn some key words to spell
- complete a worksheet
- find out about a topic.

### School uniform policy

The school uniform is black trousers or skirts, white polo shirt and a school sweatshirt, bottle green for Primary age pupils and navy blue for Secondary, with a navy waterproof/ fleece reversible coat for all.

### Transport

Pupils are entitled to transport provided by the LEA if it is specified on their Statement of Educational Needs and they live a minimum of two miles away. For those who live nearer they may be able to be part of a "walking bus".

### School attendance

We ask you to inform the school office by telephone if your child will be absent and for what reason. A Holiday Permission form must be requested from the office, filled in and submitted to the Head if you are taking your child out of school for a holiday during term time.

Governors have agreed that pupils may take up to ten days holiday unless there are already unauthorised days recorded during the year. Please discuss any exceptional circumstances with the class teacher.

### Pastoral care

Pastoral care in the first instance is the responsibility of the class teacher. Pupils are also supported by other members of staff, including the Leadership Team, who will communicate any concerns to parents/ carers directly. The school nurses and other professionals who work with pupils are also available to contribute to any care issues.

### School lunches

Pupils have 30-45 minutes in which to eat their lunch. This is followed by half an hour at leisure. Lunch is cooked in the Bridge Learning Campus kitchens but is served to our pupils in our own dining hall. Primary and secondary age pupils have their lunches and playtime at different times. The whole playground is therefore available to the pupils at these times, with use of climbing and adventure play equipment, shade structures and seating for quiet activities and a sensory garden and path for those in wheelchairs. Pupils are supervised at all times by trained staff.

Dinner money is payable each Monday, in advance, and should be sent in a sealed envelope marked with the pupil's name via the coach escort.



**There is a real sense of teamwork throughout the school - lessons run smoothly with support staff confident to step in wherever they are needed.**

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### Behaviour management

Pupils are taught appropriate behaviour, and inappropriate behaviour is discouraged. Class teachers are responsible for managing the behaviour of the pupils in their classes and individual pupils may have a behaviour management plan, which is produced in consultation with the class team and parents/ carers. The Leadership Team offers support in implementing these plans. The school's Behaviour Policy is available from the school website.

### Admissions:

Admission to New Fosseway at the Bridge is via the Local Authority.

# Bridge Learning Campus New Fosseway

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