

School Prospectus

2025 / 2026



Education

Therapy

Futures



Proprietor details

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School ethos/mission statement

Bridgeway School is a Co-educational day school based in Bamber Bridge near Preston. The school specifically caters for autistic children and young people with associated complex needs between the ages of 9-18.

Bridgeway School provides a high quality and individualised education for every pupil. Our aim is to develop our pupils' self-esteem and confidence by ensuring the curriculum and tasks set are achievable for them, enabling them to thrive and develop. Our mantra of 'progress not perfection' develops an appreciation of achievement, no matter how small but also creates a real 'can do' mentality in our pupils.

Aims of school

We are committed to giving our students a creative, caring and inspirational learning environment allowing them to achieve their full potential in all aspects of their education, social skills and social communication.

Bridgeway School is dedicated to:

- Providing opportunities for pupils to learn and achieve.
- Promoting pupils' spiritual, moral, social and cultural development.
- Preparing young people to progress to their next stage of development, be it education, employment or training, with enthusiasm, motivation and optimism for the future.
- Encouraging the development of independent young people equipped with the skills and qualities to make a positive contribution to society.
- Identifying and removing any barriers to learning that pupils may have. Our school's therapy team includes speech and language therapists, person centred therapists, an educational psychologist and an occupational therapist, who are supported by the wider Witherslack Group Clinical Services Team.
- Integrate therapy into the classroom and work towards enabling all young people to make full use of their learning opportunities whilst developing staff.
- We also aim to prepare young people for a productive and happy adult life by ensuring they are as resilient, independent and employable as possible.

Details regarding admission process

Initial enquiries and informal visits are always welcome, but referrals will come to us directly from the pupil's local authority.

Applications are considered by our admissions panel, and a non-prejudicial visit will then be arranged. Following this visit a place may be offered to pupils whose needs can be fully met by the school. Fees and NASS approved contracts will then be agreed with local authorities.

There will be an assessment period followed by a post admission review meeting after 6-8 weeks. Referrals can be made throughout the academic year.

If you wish to discuss making a referral please contact Sue Gill, Head Teacher, Melanie Adams, Local Authority Partnership Manager or Vincent Armstrong, Family Liaison Officer.

The school's admissions policy is available on request.

[Details of approach to positive behaviour support, exclusions, rewards and sanctions](#)

Bridgeway School expects to achieve high standards of behaviour through building effective relationships with pupils within a culture of mutual positive regard. We aim to increase pupil engagement, foster self-esteem, develop and promote self-regulation, encouraging positive attitudes, effective role modelling and teaching respect. Our staff teams meet regularly to discuss each pupil and the best ways we can support them. Regular internal team around the child (iTAC) meetings create a forum for this but our staff also have daily informal discussions, which often include pupils. Here they can discuss and develop the approach that provides the best support and agree individual strategies designed to encourage and develop self-regulation.

We employ a number of therapists within the school who will work with individual students as well as contributing to the iTAC process, ensuring that this therapeutic approach to learning permeates our practices. Any intervention is integral to our curriculum with no stigma attached to any form of therapy our pupils receive. Bridgeway School benefit from significant SaLT and OT provisions alongside mental health practitioners, clinical psychologist and an assistant educational psychologist. All work directly with pupils and deliver focused training to staff on a regular basis.

We understand that pupils may be experiencing a range of sensory processing challenges relating to their neurodivergent profile and will, at times, mask their emotional presentation or struggle to articulate how they are feeling. We aim promote a mutually respectful environment where pupils are tolerant of other children's needs, and where all children have a right to learn and be heard. Where behaviour falls below expectation we ask pupils to reflect upon their actions and attempt to discover what may lie behind the behaviour and identify triggers or common events, which might influence a pupil's emotional state. These are all factors which will ultimately help a pupil understand why they have acted in the way they have, the impact the behaviour may have had on others and the consequences of their behavioural presentation.

This learning enables them to develop skills, which helps them to self-regulate their emotions and behaviours. This work might take place at break times, lunch times or after school. Restorative practice is an important element of this, and pupils may be asked to give something back to the school community by completing agreed tasks and/or speaking to those who have been affected by their behaviour.

At times when children or young people are placing themselves or others at risk of harm, staff may need to use physical intervention to keep them safe. This is used within strict guidelines, only as a

last resort, and staff are trained in using the BILD accredited framework PRICE (Protecting Rights in a Caring Environment). Staff receive regular training in de-escalation strategies and positive behaviour support (PBS) strategies. The school's leadership team monitors any use of physical intervention through data on a day-to-day and monthly basis, which helps to identify any patterns of behaviour and develop any necessary intervention strategies to be put into place to reduce its use.

Exclusions

Exclusions are rare. Where necessary we may need to remove a pupil from their class for a brief period, or for more serious issues we may internally exclude, where a pupil is asked to work away from their class for a longer period of time.

Ultimately, we want to support all pupils as they learn to understand and manage their own emotional presentation. We will always communicate with parents and carers when we take additional measures such as internal exclusion, and will look to work in partnership with children and their key adults to support successful re-integration.

Rewards

Bridgeway School has an individual pupil rewards system, which allows pupils to earn points for appropriate behaviour and agreed outcomes in every lesson. At the end of the week, these points are converted and allow access to a vast array of Friday afternoon reward/enrichment activities. There are several other routes pupils have for adding to these rewards such as helping others or by making positive contributions to the school and/or local community.

A celebration assembly takes place each week where pupils are presented with their certificates and all forms of achievement celebrated.

[Provision for Education Health and Care \(EHC\) plans](#)

Every year we review each young person's EHC plan to see how they are progressing towards achieving the outcomes specified on their previous plan. The thoughts of the young person, parents and professionals are then discussed at the annual review meeting and updates to this plan are agreed. It is another chance for the pupil's voice to be heard and for everyone involved with the pupil to meet and discuss what changes might be needed to continue to support them and agree a range of actions needed to ensure the pupil continues to make progress in all areas of their life.

Our 'Internal Team around the Child' (ITAC) meetings are the forum for staff to contribute to this process and are where the targets and plans we think appropriate to help the pupil achieve are set. Discussion at the meeting will allow everyone to talk about, agree or to challenge and change these targets.

At least 2 weeks before the meeting the updated information, and an invitation to attend is sent out to everyone involved. Pupils are always invited and encouraged to attend all or at least part of the meeting.

If the local authority decides not to amend the plan or decides to cease to maintain it, they must notify the young person's parent and/or the young person of their right to appeal that decision.

Details for consideration of pupils or parents whose first language is not English

On admission, a pupil's need for additional support is identified. Appropriate provision is then established prior to the pupil's start date. 1:1 support from a bi-lingual support assistant will be provided if this is an identified requirement. Interpreters will be employed to attend all meetings if parents/carers require this.

Details of complaints procedure

In accordance with the Children Act, 1989, all children at Bridgeway School have access to a complaints procedure. Informal complaints or concerns will be addressed initially by the pupil's form tutor who is part of a wider internal team around the child (iTAC). Formal complaints directly from the pupil or via a parent/carer or member of staff should be reported directly to the Headteacher or the Pastoral Manager.

Complaints or concerns arising from adults also follow set procedures. Firstly, the concern should be addressed informally with the school. During the last academic year the school received 2 formal complaints; both were addressed and resolved at the initial stage in line with our Complaints Policy. Copies of these policies and procedures are available on request.

Statement regarding accessing exam results

Our approach to preparing young people for the adult world is very individual. Initial assessments will identify academic levels and any barriers to learning. Early in a pupil's school career we will seek to identify and nurture all of their aspirations for the future.

The most appropriate accredited route for each individual will then be mapped and based on all of these factors. In short, we are answering these questions:

- What academic level is an appropriate target for this pupil?
- What are the pupil's preferred options for academic study?
- What is the preferred vocational pathway?
- Do they have realistic aspirations that determine a particular route or qualification?

The answers to these questions will determine which qualifications they will study and which pathway they will pursue.

Currently, we offer GCSE qualifications alongside BTEC, VCERT, ECDL AND City and Guilds vocational qualifications in addition to in functional skills qualifications and entry level certification.

At annual reviews we always discuss and evaluate the most appropriate route/options for pupils with their parents/carers and local authority representatives. We employ independent careers advisors who work with pupils from year 7 onwards.

Qualifications

In 2024/2025 our pupils gained a range of qualifications ranging from GCSEs to entry level. These are the headlines from our school's results:

- 100 percent of pupils achieved qualifications.
- 11 out of 12 pupils achieved an English qualification. In addition, 50 percent of pupils achieved a GCSE qualification.
- 11 out of 12 pupils achieved a maths qualification. In addition, 60 percent of pupils achieved a GCSE qualification.
- 100 percent of students achieved a science qualification. In addition, 67 percent of pupils achieved a GCSE qualification.

Safeguarding mission statement

Bridgeway School is committed to safeguarding and promoting the welfare of our children and young people. We believe in the importance of working with partner agencies to ensure that children and young people are kept safe, happy and healthy. All staff working here are made aware of the need for protection and how to respond to any concerns.

Where we suspect that a child has been abused or neglected, we have a statutory duty to make a referral to relevant agencies. Where local procedures allow, we will inform the parents of the referral. The school will share any information relevant to the referral with those agencies and will contribute to any assessments being undertaken.

We have a safeguarding policy and all staff are supported by our designated safeguarding lead (DSL): Sandra Watson, sandra.watson@witherslackgroup.co.uk or our deputy designated safeguarding lead (DDSL): Kirsty Boardman, kirsty.boardman@witherslackgroup.co.uk.

If you require further support on safeguarding matters you can contact: Sue Knight-Gill, Headteacher susan.knight-gill@witherslackgroup.co.uk.

Matthew Palmer, Pastoral Manager matthew.palmer@witherslackgroup.co.uk.

If you require further support on safeguarding matters you can contact:

Mary Aurens, Witherslack Group Head of Safeguarding
mary.aurens@witherslackgroup.co.uk.

Tricia Stevens, Regional Director Witherslack patricia.stevens@witherslackgroup.co.uk.

Promoting General Welfare

At Bridgeway School we believe in providing our children with support inside and outside of the classroom. We believe it is vital to establish stable and trusting relationships between pupils and staff, as well as working positively with parents and carers.

The pastoral care team ensure that the wellbeing of all pupils is constantly being monitored, reviewed and developed, and that strong links are made between school and home. We provide each pupil with high quality support and by doing so, we believe our pupils are able to exceed expectations in education, grow as individuals and able to take positive steps to a brighter future.

When pupils start at Bridgeway they will have a number of assessments in order to best plan for their individual needs. These are not merely based on academic ability; pupils will also have assessments by educational/clinical psychologist, speech and language therapist and occupational therapist.

The results of these assessments help staff to develop an individual care and education plan and positive behaviour plan for each pupil.

Our unique offering provides an individualised, person-centred, therapeutic package for each pupil.

Anti-bullying

We pride ourselves on our warm and caring atmosphere. All members of our community are entitled to safety and protection and therefore bullying will not be tolerated. We have clear policies and guidelines raising awareness in staff, children and young people to signs of bullying. We conduct regular surveys and interviews with pupils specifically around bullying and bullying behaviours. The school's anti-bullying policy is available on request.

Personal social and health education

Relationships and sex education (RSE) and health education is delivered in a number of ways. It is planned into pupils' weekly personal social & health education (PSHE) lessons and sequenced into relevant topics across other subject areas such as PE, science, outdoor education and food technology.

Relationships, sex and health education is delivered to meet statutory requirements and to prepare pupils to make safe and informed decisions. For PSHE and RSE, individual pupils may have sessions delivered in smaller sessions, depending on their needs or level of understanding. We aim to provide a clear framework for staff to deliver age appropriate learning in this area.

Parents have the right to withdraw their child from our relationships and sex education classes. We are very happy to discuss this or any questions parents may have about this or any aspects of our curriculum.

Risk Assessments

Our role is to support children to lead a positive life, helping them to understand daily risks that they face and to learn how to overcome them safely. Due to our children's difficulties, some of them exhibit 'risk taking' characteristics; we therefore have rigorous procedures to ensure everyone's safety. Individual risk assessments will be completed for all pupils during their 12-week assessment period and will form part of the post-admission assessment review.

Risk assessments are in place and regularly reviewed that cover the environments, lessons, and general activities that take place within the school. Where off site activities are planned, the visit leader will complete a risk assessment and update our Evolve System which ensures all pre-visit checks have been completed, and the visit is authorised by a senior member of staff. A fire risk assessment has been undertaken and this is kept updated following any changes to layout, heat-generating activities or fire hazards introduced. An annual review of fire safety is undertaken by a competent person.

Health and Safety

At Bridgeway School we have an ISO 45001 accredited safety and health management system that ensures risks have been identified and effective control measures are in place. Monitoring is undertaken by the Head Teacher, Susan Knight-Gill and the Senior Management Team assisted by the Health and Safety Representative, Marie Taylor, Site Supervisor. The whole site has internal health and safety checks in place for the staff to complete, with an action plan put in place to rectify any faults.

The school have support from the Witherslack Groups Safety, Health, and Environment Team, who are competent health and safety professionals who provide advice, guidance and training to create safe and healthy environments for everyone. They undertake a health and safety audit of the school annually and complete additional visits when needed.

First Aid and medical care

The school has a medical room located in an easily accessible area of the school. A high ratio of staff, as part of their induction training complete a one day, basic first aid course for children's services. In addition, one member of staff has completed the four day first aid at work training. All first aid training is followed up with refresher training every three years.

The school is only allowed to administer prescribed medication, this is administered by our pastoral staff who are all fully trained to administer medication. All medication is recorded and kept in a locked, medical cupboard. Paracetamol and Calpol can only be administered with parent/carers consent.

Details regarding staffing and recruitment

Bridgeway School follows a rigorous recruitment process in order that we recruit high quality staff and ensure that children and young people are kept safe. All teachers are fully qualified and cover a wide range of subject specialisms. Senior leaders involved in the recruitment process undertake safer recruitment training and all staff employed within the school are subject to an enhanced DBS check.

Staffing at Bridgeway School

Currently at Bridgeway School we have:

- 1 Headteacher
- 1 Deputy Headteacher

- 1 Assistant Headteacher
- 1 Pastoral Manager
- 1 Senior Admin
- 1 Deputy Pastoral Manager
- 1 Family Liaison Officer
- 12 teachers
- 15 teaching Assistants
- 2 Pastoral Assistants
- 2 Admin support
- 2 Kitchen staff
- 2 Maintenance staff
- 8 Drivers/Escort
- 5 Therapists



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