PROSPECTUS

Bridging the gap to promising destinations

THE BRIDGE

Alternative Provision

NIKITA'S NOTE

Welcome to The Bridge Alternative Provision.

We are an alternative provision specialising in turnaround education and interventions. Since our establishment in November 2019, we have been dedicated to providing a supportive and enriching educational environment. Our vision and values, collectively written and agreed upon by our ever-growing team, reflect how we function as a united family on a shared learning journey.

We are committed to improving outcomes for our learners by delivering a high-quality education. Our purposeful curriculum equips learners with real-life skills and fosters a love for learning. Our skilled and specialist staff are dedicated to getting to know each learner individually to ensure they are on the correct pathway and ready for their next destination. We also love welcoming our previous learners back to The Bridge for visits – it's always wonderful to see how they've grown and to celebrate their ongoing successes with them.

I am immensely proud of the journey our provision has undertaken so far, and I am excited about what the future holds for us. As The Bridge expands into new regions, our commitment remains unchanged: the location may change, but our expectations do not. Every learner accessing our alternative provision should experience the same high standards of safeguarding, quality, care and professional practice, wherever their provision takes place.

We hope you find the information you are looking for. Should you need any further assistance, please do not hesitate to contact us.



Nikita
Founder & Director



WHO WE ARE

The Bridge Alternative Provision is an alternative provision for young people with a range of varying needs and those who have been unsuccessful in a mainstream classroom environment. At The Bridge we provide learners, age 5 to 16, and 16+ with an EHCP, a therapeutic and holistic approach to learning. One that is conscious of their starting points, barriers and expected life outcomes.

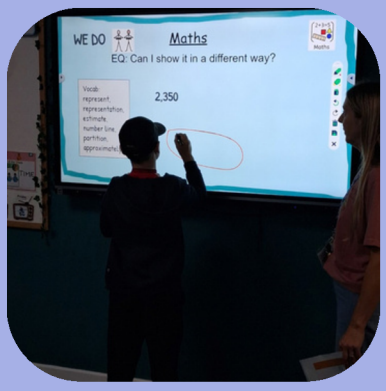
We support a variety of learners, including those who need time out from their home school, who have been or are at risk of permanent exclusion and those awaiting a specialist school placement. We work with and support all learners working towards outcomes set by the commissioner.

We work closely with our commissioners to conduct regular reviews and ensure that each learner's intervention plan remains purposeful, effective, and responsive to their evolving needs. Through open communication and collaborative planning, we evaluate progress, celebrate achievements, and identify any additional support required to help learners thrive.

Every day at The Bridge is a fresh start.







We celebrate the value of Freedom

We recognise, teach and celebrate the value of freedom. FREE articulates what we strive for in our learners! Free to achieve, free to have opinions, free to be themselves, free from the effects of intimidation, from bullying and low aspiration.

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CENTRAL SERVICES

Our central services team provides strategic oversight across all of our centres, ensuring that every learner benefits from the same high standards of education, safeguarding, care and support.

Working closely with centre leaders and staff, the central services team provides guidance, challenge and support across key areas including safeguarding, curriculum, quality assurance, compliance and operational practice. This central oversight helps us maintain consistency across our provision while enabling each centre to respond to the individual needs of its learners.



Left to right: Marcus Griggs (Information & Compliance Director), Freya Howse (CLT Administrator), Beth Dombkowski (PA to Managing Director), Alan Boydell (Facilities Director), Nikita Boydell (Managing Director), Sian Cox (HR Director)

Through regular monitoring, review and collaboration, the central services team ensures that our values are reflected in everyday practice and that our centres continue to develop, improve and provide safe, supportive environments in which young people can succeed.



Marcus - Information & Compliance Director

Specialising in digital security, data & compliance, Marcus assists the provision to operate safely, securely, and in full regulatory alignment, so staff can focus on what really matters: supporting learners who face barriers to mainstream education. He combines strategic oversight with operational insight, leading on data protection, cybersecurity, and governance, and translating complex regulations into practical, effective systems.



Sian - HR Director

As the HR Director, Sian assumes responsibility for leading and developing the people strategy across the provision. Her role focuses on ensuring that our workforce is well supported, skilled, and aligned with the organisation's values and mission.

POLICIES & PROCEDURES

Everyone within our community - including staff, parents, families and learners - has an important role to play in creating a safe and secure environment. As an alternative provision, we recognise both our moral and statutory responsibility to safeguard and promote the welfare of every child in our care, with their best interests at the centre of our work.

Safeguarding is at the heart of everything we do. The Bridge Alternative Provision maintains a strong culture of safeguarding, underpinned by clear procedures and robust designated safeguarding leadership arrangements. These ensure that concerns are recognised, recorded, escalated and acted upon appropriately.

TRAINING

We invest in our workforce because learners deserve knowledgable and confident adults around them. Staff undertake mandatory safeguarding training alongside ongoing professional development relevant to their roles and the learners they support.

Training and development across our workforce includes areas such as:

- Safeguarding and child protection
- SEND and neurodiversity
- SEMH
- Trauma-informed practice
- PACE
- Behaviour and emotional regulation
- Professional boundaries
- Contextual safeguarding
- Curriculum and teaching practice
- First aid and other role-specific training

For further information about our safeguarding arrangements, policies and procedures, please visit our website.

OUR CURRICULUM

Every learner starts somewhere different, so our curriculum starts with the learner.

Learners arrive at The Bridge at different stages of their educational journey. Some have experienced disrupted education, gaps in learning, anxiety or difficulties accessing a conventional classroom. Others may need a period of targeted support before returning to their home provision or moving on to their next destination.
Our curriculum combines academic learning, therapeutic support, personal development and opportunities to build the confidence and skills needed for life beyond The Bridge.

Our curriculum is carefully planned to combine academic progress with the social, emotional and developmental support learners need to access education successfully.

INTENT

Every learner has the right to access learning that is challenging, engaging, appropriate and meaningful. We aim to reconnect learners with education, address gaps in knowledge and prepare them for the next stage of their journey.

IMPLEMENTATION

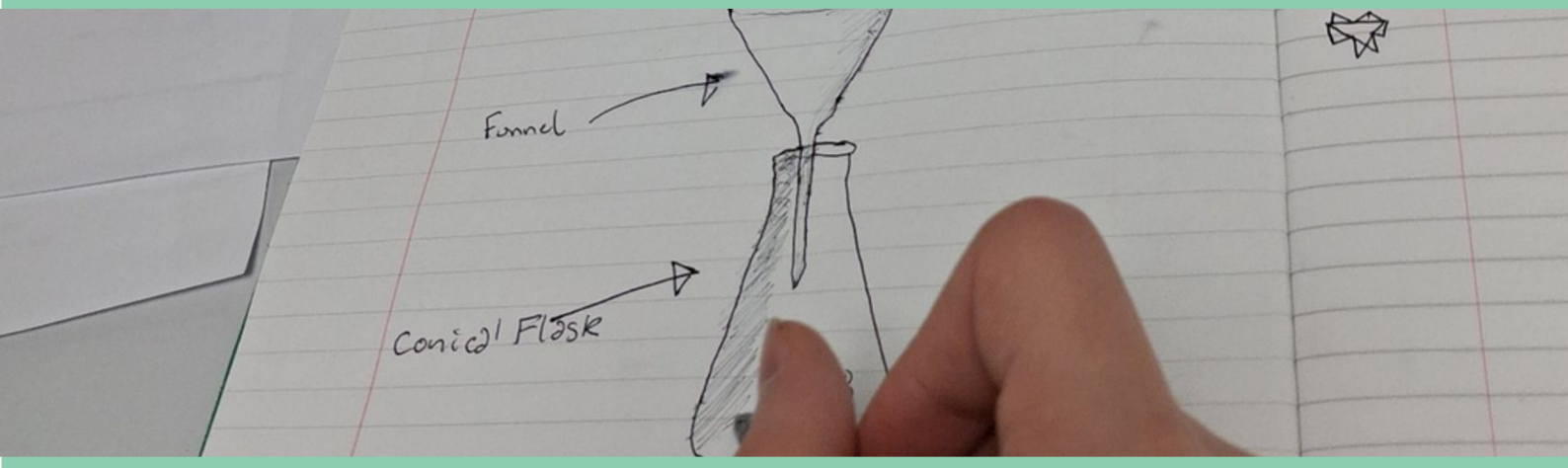
Learning is adapted around individual need, informed by assessment and delivered through engaging lessons, enquiry, practical experiences and therapeutic approaches. PACE and adaptive teaching support learners to regulate, engage and make progress.

IMPACT

Success includes academic progress, but reaches much further. We want learners to improve engagement, confidence, attendance, relationships, emotional regulation and aspirations so that they are better prepared for their next destination.

WHAT OUR LEARNERS STUDY

- ENGLISH
- MATHS
- SCIENCE
- PSHE
- PSHE
- HUMANITIES (LOWER PHASE)
- GEOGRAPHY (UPPER PHASE)
- ART & DESIGN
- PHYSICAL EDUCATION
- SMSC
- FOOD



OUR CURRICULUM

LOWER PHASE

Curiosity Through Enquiry

Lower Phase learners follow an enquiry-based curriculum designed to encourage investigation, questioning and curiosity.

An overarching enquiry provides a theme across the term, with individual lessons using key questions to help learners make connections across their learning.

EXPLORE. QUESTION. DISCOVER.

UPPER PHASE

Progress Towards the Future

Upper Phase continues the investigative approach through key lesson questions, visual learning, practical and kinaesthetic experiences and learning matched to each learner's academic ability.

As learners move through the phase, the curriculum increasingly supports qualifications, independence and preparation for their next destination.

DEVELOP. CHALLENGE. EXTEND.

READING & LITERACY

Building Confidence Through Reading

We want learners to develop enthusiasm and confidence as readers. Reading support is informed by baseline assessment so that learners can access material appropriate to their current level and make meaningful progress.

In Lower Phase, phonics assessment helps identify the right starting point for each learner, with trained staff delivering appropriate Twinkl Phonics support. Reading also forms part of everyday provision through guided reading, stories and shared class texts.

READY TO LEARN

Our Therapeutic Curriculum

Feeling safe, understood and regulated creates the foundations for learning.

Many learners joining The Bridge have experienced disrupted education, trauma or unmet additional needs. Our therapeutic curriculum therefore sits alongside and within academic learning rather than being treated as something separate.

Our practice is trauma-informed and relationship-led, with PACE — Playfulness, Acceptance, Curiosity and Empathy — embedded into everyday interactions.

- Emotional Regulation
- Communication
- Relationships
- Self-Awareness
- Confidence
- Independence

MEASURING PROGRESS

More Than a Test Score

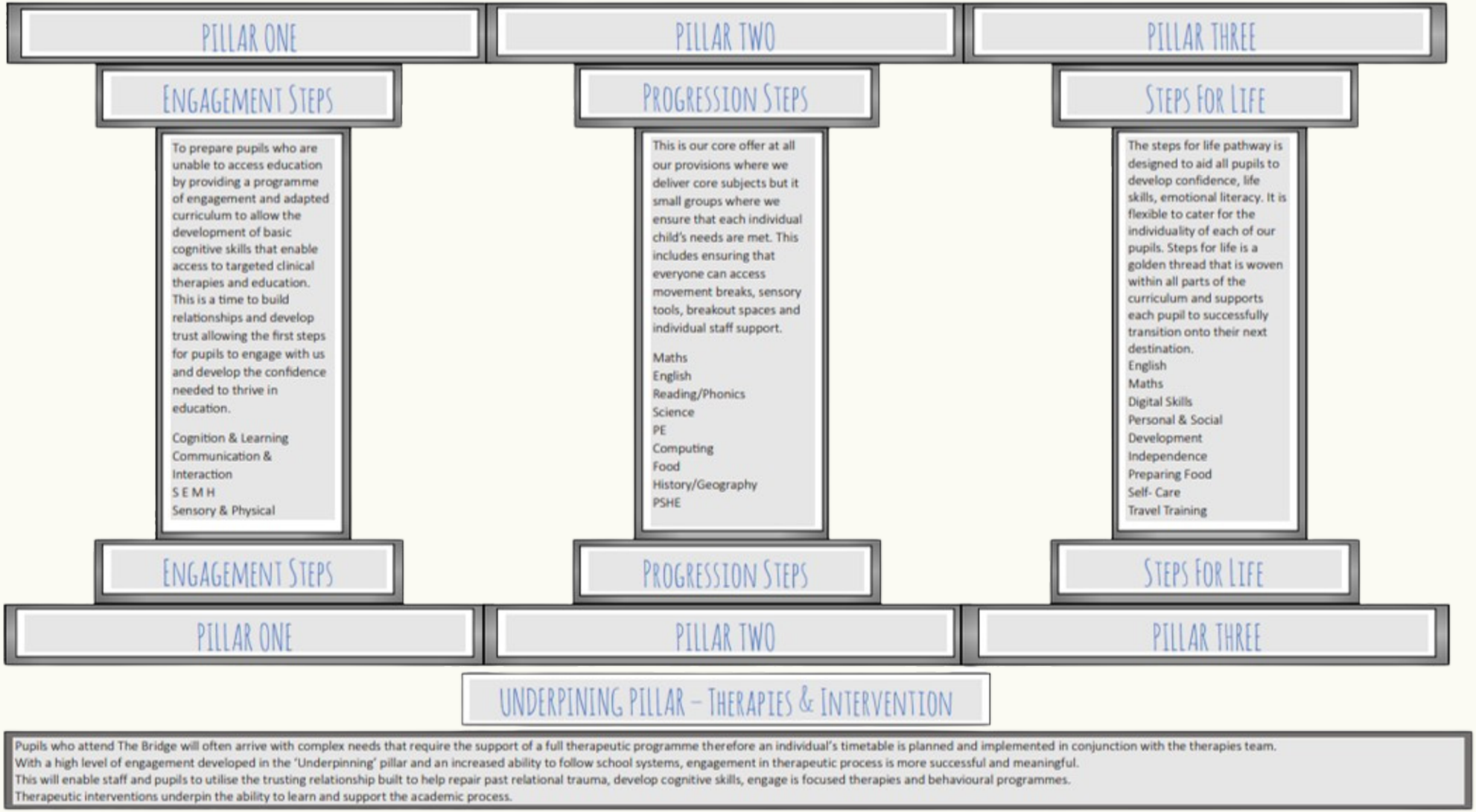
Understanding each learner's starting point is essential to planning effective learning. Baseline and ongoing assessment help us identify gaps, recognise strengths and ensure that teaching remains appropriately challenging.

Progress is considered across academic learning, engagement, wellbeing, behaviour, attendance, EHCP outcomes and social and emotional development.

WE MONITOR

- Academic progress
- Engagement with learning
- SEMH development
- EHCP targets
- Attendance
- Learner & parent voice

OUR CURRICULUM PILLARS



Pupils who attend The Bridge will often arrive with complex needs that require the support of a full therapeutic programme therefore an individual's timetable is planned and implemented in conjunction with the therapies team.
With a high level of engagement developed in the 'Underpinning' pillar and an increased ability to follow school systems, engagement in therapeutic process is more successful and meaningful.
This will enable staff and pupils to utilise the trusting relationship built to help repair past relational trauma, develop cognitive skills, engage is focused therapies and behavioural programmes.
Therapeutic interventions underpin the ability to learn and support the academic process.

THERAPIES & INTERVENTIONS

We use a range of therapeutic strategies to support our learners to engage in the provision. Everything we do is underpinned by a relational approach, supporting each individual to reinvest in their education and themselves as learners. As a provision, we recognise that feeling safe and being valued are crucial for all, and that without this, a person cannot thrive.

Using the PACE approach (playfulness, acceptance, curiosity and empathy), we aim to support our learners to feel emotionally safe and reduce potential feelings of shame. This approach enables our team to focus on the 'whole child' rather than just the behaviours shown. With time, we support all learners to develop their emotional resilience, their social skills and a positive sense of self.

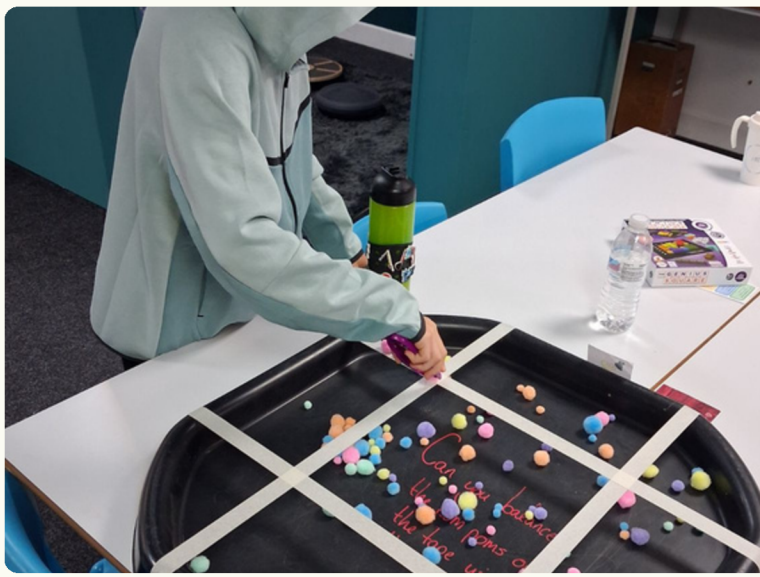
To further tailor our approach to the individual, we use the Boxall Profile assessment tool to identify specific areas of SEMH need and potential barriers to engaging in learning. This tool provides both individual and group strategies, which we use to help inform our planning and delivery, of both the taught academic learning and wider curriculum.

We deliver a range of interventions, adapted to be accessible and relevant to all learners:

- Talkabout: to structure conversations about emotions, self-esteem, and friendship skills.
- Lego Therapy: to support the development of our learners' social skills; these can be adapted to other activities, such as cooking, to best meet their needs, interests and to promote best engagement.
- 1:1 sessions: to target feelings of anxiety or anger through the Starving the Anxiety/Anger Gremlin books.
- Social stories: to help prepare our learners with changes to their day, acknowledging that these things can be difficult, but we will support everyone to make it okay.

As a team, we aim to show that feelings, emotions and individual experiences are valid, and normal, but that they don't have to define a person. With this approach, our aim is for all learners to develop a sense of self-worth and achievement, and a positive experience in their learning environment.





CELEBRATING SUCCESS

At The Bridge, we believe that every achievement, no matter how small, is worth celebrating. Success for some, might be achieving a qualification or mastering a new skill; for others, it could be showing improved attendance, managing emotions positively, or taking part in a lesson with confidence. Whatever the milestone, our team are quick to notice and celebrate it. We know that success breeds success, and our learners thrive when they feel valued and proud of their progress.

We focus on each learner's personal best: recognising the steps they take towards improvement rather than comparing them with others.

Positive behaviour and effort are rewarded instantly with an instant reward. Learners can earn points, stickers, or small treats in recognition of their achievements.

We understand the power of positive communication. We regularly make phone calls home to share good news, celebrate progress, or highlight moments of pride.
Our Golden Ticket system is a favourite among learners. Golden Tickets are awarded for exceptional effort, kindness, or outstanding achievement; where learners can choose from a range of fun, relaxing, or creative activities.

Our classrooms and corridors proudly display achievement boards and working walls, showcasing learners' progress, artwork, and accomplishments.

One of our most meaningful celebrations happens in the kitchen. When learners cook, they are encouraged to send food home to share with their families; a tangible way of showing pride and achievement.

At The Bridge, celebration isn't reserved for special occasions—it's woven into daily life. By recognising every achievement, we build confidence, promote resilience, and remind every learner that they are capable of success.





SMSC, TRIPS & VISITS

To embed celebrating success, at the end of each term, learners are invited to join end of term trips. Ranging from bowling and cinema visits to adventure days. These serve as powerful motivators and create shared memories that build community and belonging.

Trips, visits and speakers are arranged throughout the academic year as part of our SMSC provision. This enables our learners to gain a broader understanding of the world around them and attributes to the personal and social development of our learners beyond the core curriculum.



End of year trip to Ninja Warrior



Visit from the 'I Can & I Am' bus



Tackling the heatwave!



Tropical Discovery visit

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