



FIRST BRIDGE SCHOOL

Providing transformational education
and evidence-based therapy

PROSPECTUS

2024-25

www.firstbridgecentre.com



WELCOME TO FIRST BRIDGE SCHOOL

First Bridge School is an Independent Specialist Day School for children aged 5-9 years old. It provides a unique environment of high-quality, evidence-based education and therapy, supporting children with suspected or diagnosed autism spectrum disorder and those who have related developmental, attention and/or social communication delays.

The First Bridge School model synthesises the best practices from traditional education, with scientifically validated, evidence-based behavioural principles and procedures, to maximise every child's potential for learning. We believe that an integrated education and individualised therapy approach enables our pupils to have the best chance of learning life-enhancing skills.

We are fortunate to be located in a well-connected, but quiet residential area in Imperial Wharf, Fulham, with local parks and amenities close by. We make full use of our setting with an innovatively designed, bespoke curriculum that includes focused learning and enrichment activities that encourage special interests and promote wellbeing. This enables our children to explore and develop their skills and interests, whilst expanding their knowledge and engaging in new experiences.

Our highly skilled, specialist school team includes behaviour analysts, qualified teachers, group leads, and learning and behaviour therapists. This interdisciplinary approach enables each pupil to have their individual needs met and understood, and ensures that every pupil's curriculum, education and therapeutic support are specific, bespoke, accurately planned, and appropriately delivered and overseen.

KEY FACTS

- » Girls and boys
- » Ages 5-9
- » Day school
- » Specialist school for children with autism and other related development delays

I am honoured to be the Principal and Clinical Director of First Bridge School. We are an Independent Specialist School that proudly integrates cutting edge scientific principles of behaviour and bespoke teaching, as the foundation blocks for our pupils' learning and progress.

This enables us to stay true to our vision: *we believe that every child who has a suspected or diagnosed developmental condition, including autism, has the right to receive teaching that utilises evidence-based practice, to help them achieve the best possible outcomes and lead a happy, fulfilled and independent life.*

We have formed a community, created a support network for our families, and a place where both pupils and their families alike feel safe, listened to, equipped with knowledge and skills, and, most importantly, supported and hopeful.

I hope you enjoy looking through our prospectus which will give you a brief overview of what our school has to offer. To find out more about First Bridge School, we encourage you to contact our admissions team for more information and to book in your visit with us. We look forward to welcoming you at First Bridge School.



Mikaela Green

Principal & Clinical Director, BCBA®, UKBA Cert.

OUR ETHOS, VISION & MISSION

ETHOS

We believe that education, underpinned by evidence-based practice, helps children achieve necessary developmental milestones and essential life skills. We ensure that the education First Bridge delivers to each child is transformational and nurtures their love for learning.

VISION

We believe that every child who has a suspected or diagnosed developmental condition, including autism, has the right to receive teaching that utilises evidence-based practice, to help them achieve the best possible outcomes and lead a happy, fulfilled and independent life.

MISSION

Improving the lives of children with autism and developmental delays and being the most trusted provider of early intervention and education in the UK.





OUR VALUES

TENACITY

We believe in unwavering commitment:

- to the children in our care, their education and the outcomes they achieve,
- to evidence-based practice and innovation throughout our teaching and therapy,
- to continuously enhancing our provision through collaboration with local authorities, health care professionals, support networks, and community groups,
- to pursuing the best possible outcomes and striving to reach our full potential.

SUPPORT

We believe in creating a nurturing and enriching environment:

- to support our children, parents and colleagues,
- to empower our parents so they feel informed at all stages of their child's journey,
- to provide our team with the best opportunities for personal and professional development.

TRUST

We believe mutual trust is essential for us to excel in our roles every day. We earn trust:

- by showing respect and listening to each other and our children,
- through proactive communication and collaboration with all to achieve the very best outcomes,
- through personal resilience, strength of character, and courage in all that we do.

FIRST BRIDGE SCHOOL MODEL

First Bridge is a pioneer in the field of specialist education differentiated from other providers by integrating the analytic and teaching principles of evidence-based behavioural science with academic and social learning.

We use behavioural science methodology to understand, assess and evaluate behaviour change, to increase foundational and life-essential skills while decreasing barriers to learning in an ethical and meaningful way.

Behaviour analysis is the most effective, researched, progressive and evidence-based approach to supporting behaviour change promoting skill acquisition.

Our team of highly trained staff devise, implement and evaluate strategies for addressing barriers to learning that are commonly present in children with autism and other developmental conditions that may affect the learning trajectory of a pupil on a day-to-day basis.

First Bridge School provides the highest quality teaching, curriculum and therapeutic programmes that are pupil focused and established on thorough developmental and educational assessments. The philosophy of our teaching model follows the principle that **if a pupil isn't learning, we are not teaching them the way they need to be taught.**





HIGHLY SKILLED TEACHING AND CLINICAL STAFF

First Bridge School has always been committed to providing the highest quality education and best outcomes for our pupils by investing in ongoing training and upskilling of all our staff.

We utilise each staff's unique educational background, skill set and experience to contribute to the ongoing improvement in teaching and training at our school.

Our clinical and teaching teams are our most valued resource. First Bridge School has a unique, comprehensive and well-developed training system constructed on years of evidence-based research. Staff are trained to the highest standard to ensure competency and expertise in delivering individualised learning plans to promote the best pupil outcomes.

All of our staff receive weekly training and supervision so that pupils can excel. We also continuously promote and support external learning opportunities for our team and actively contribute to the research field.

First Bridge School's pupils have achieved some ground-breaking outcomes to date and we are committed to continually ***providing transformational education and evidence-based therapy to improve the life of every child and their family.***

OUR TEAM



RICHARD LE ROY

Head Teacher

Rich has been working within the Special Educational Needs sector for over 20 years and since becoming a qualified teacher in 2009 he has endeavoured to teach pupils with additional needs a meaningful curriculum that will help them long term. He has been working in ABA schools since 2011 and has held various leadership positions since 2015.



MIKAELA GREEN

Principal, Clinical Director - BCBA®

Mikaela is an experienced, energetic, and passionate BCBA® who has dedicated her life to the field of Behaviour Analysis and its application to early years education and child development. She is experienced in interdisciplinary working, supporting families with the acquisition of funded Education Health Care Plans and is a board member of the UK Society for Behaviour Analysis (UK-SBA).



ANDREEA ISTRATE

Clinical Lead - BCBA

Andreea is an energetic and devoted BCBA® who is passionate about helping children with autism and related conditions achieve their potential. She trained at an autism specialist school in London and has worked in the field since 2014, in various settings and with differently able children.



SIGMUND ELDEVIK

Research Director -BCBA-D®

Sigmund is an associate Professor at Oslo Metropolitan University, Department of Behavioural Science. He is a clinical psychologist from the University of Oslo and a BCBA-D® and leads worldwide research in the field of EIBI. He also teaches behaviour analysis, early intervention for children with autism and developmental psychology.



TOSIN KING

Centre Manager and Designated Safeguarding Lead

Tosin is the Centre Manager and has worked in Early Years for just over 9 years now and has a true passion for working with children in Early Years. She has gained a BA in Early Childhood Studies and an MA in Education at the University of Canterbury. Her aim has always been to provide a safe and stimulating environment for the children to learn and grow in their early stages of life



ROBERT DALRYMPLE

Chief Operations Officer

Rob has over 15 years of experience in the social care sector and is passionate about delivering high-quality services and outcomes for clients and staff. He oversees operations, strategy and growth of the company.





OUR CURRICULUM

Each pupil's bespoke curriculum is tailored to their needs, motivation, and individual learning trajectory. Every pupil is valued and celebrated for their successes and individual achievements.

At First Bridge School, no two children's learning pathways are the same. We ensure that each pupil is supported by our team in order to achieve their utmost potential and we greatly value what each child's success means for them during their time with us and in the future.

Our curriculum model and learning pathways focus on integrating each pupil's individual therapy programme, with carefully selected components from the national curriculum and the overarching culture and ethos of our school.

Skills are taught both explicitly through group teaching or in 1:1 intensive teaching sessions, and implicitly through Natural Environment Teaching (NET) and extended learning activities throughout the classroom.



LEARNING PATHWAYS

FOUNDATIONS

Pupils are learning the foundational skills necessary to access future learning and to help them develop an awareness of and connect with the world around them. We do this through interaction, play, exploration, direct teaching and practical activities.

- Communication
- Language & Cognition
- Social & Play
- Independence Skills

STRUCTURES

Pupils begin to develop the structural skills required to extend and progress on their foundational learning. They acquire the vital skills required to be able to access long-term group-based teaching.

- Communication
- Language & Cognition
- Group Skills
- Foundational Academics
- Social & Play
- Independence Skills

FORMATIONS

As an essential part of the formative process, pupils learn foundational skills to become independent individuals who are confident in their sense of self, their love for learning and their abilities to make choices for their future educational journeys.

- Communication
- 'Learning to Learn'
- Language & Cognition
- Group Skills
- Foundational Academics
- Social & Play
- Independence Skills
- Transition Skills

ADMISSIONS

ALL-YEAR ROUND ENROLLMENT.

First Bridge School will admit pupils at any point of the year.

First Bridge School admits pupils with or without Education, Health and Care Plans (EHCPs). Funding options include private pay or Local Authority funded. Each application will be considered individually.

PLACEMENT INITIATED BY PARENTS/CAREGIVERS

Once an **Application form** has been received by First Bridge School, our Clinical and Educational Team will review the application and determine whether to proceed with the scheduling of a Suitability Assessment (see **Admissions Policy**).

Following the Suitability Assessment, if First Bridge School is able to meet the pupil's needs, and a school place is available, appropriate paperwork will be shared by our admissions team.

A placement is then secured once the paperwork and deposit have been received.

PLACEMENT INITIATED BY LOCAL AUTHORITY

If a Local Authority recognises that a pupils' needs may be best met at First Bridge School, they will make a direct referral to us by way of formal consultation. First Bridge School will respond to this formal consultation within 15 working days.

Following receipt of the consultation paperwork, parents/caregivers will be contacted by First Bridge School to attend an initial visit to our setting and a scheduled date for a Suitability Assessment with the pupil.

Following the Suitability Assessment, the consultation will be completed and sent accordingly to the Local Authority.





ASSESSMENTS

INTAKE ASSESSMENT & REPORT

Completed during the first month following admission. Pupils work with their therapists on building positive relationships and experiences within our teaching environment, and how to engage with learning tasks and other initial communication building programmes.

In addition to this, they will undergo further assessment of their skills and behaviours to ensure we design an optimal, individualised education and therapy plan to best suit their needs, including:

- The Childhood Autism Rating Scales, Second Edition (CARS-2)
- Assessment of Basic Language and Learning Skills Revised (ABLLS-R)
- The Vineland Adaptive Behaviour Scales, Third Edition (VABS-3)

ONGOING ASSESSMENTS

Continuous Assessment

We review skills taught on a day-to-day basis to ensure continuous learning and maintenance of previously learned skills. This is done by reviewing data, measuring behaviour and implementing programme changes, as needed.

6 Monthly Assessment

Completed every six months after admission. By regularly completing in-depth reassessments, we are able to map the progress made by our pupils since joining First Bridge School and appropriately plan next steps and targets to ensure continual growth and learning.

- Measurement of Adaptive Functioning (MAF)
- The Childhood Autism Rating Scales, Second Edition (CARS-2)
- Assessment of Basic Language and Learning Skills Revised (ABLLS-R)

HOW TO FIND US

CONTACT US

First Bridge School
Station Court,
Imperial Wharf,
1 Harbour Avenue,
London SW6 2PY

+44 (0)20 3301 3985
admissions@firstbridgecentre.com
www.firstbridgeeducation.com

BY TRAIN

- Exit the station turning right after the barriers.
- With the Station to your back, you will see a large grey building in front of you and a Tesco Express to the left.
- Our entrance is in the far-right corner of Station Court between the buildings labelled Station Court and Stanier House (See photo) and behind the Santander bike stand.

BY CAR

- The best place to park is the Imperial Wharf Car Park.
- On exiting, turn right and right again onto Townmead Road.
- Walk past the Tesco on your right then turn left at the zebra crossing into Station Court.
- Walk past the Rocha Design Gallery (on your left) to the far corner of Station Court and you will see our entrance.







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APPLICATION FORM**

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