



Curriculum Policy

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Position:	Headteacher
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1. Curriculum Overview

C	Communication	All styles, types and modes, blended, so that children can understand and be understood.
R	Real Life	Located in the practical: Science and Numeracy for living.
E	Engaging	We don't do dull! Experiential wherever possible.
A	Ambitious	Expect more. (Not "can't" but "can't do YET". Stretch, Challenge and inspire.
T	Thinking Critically	Debate, dilemma: interesting topics and subjects. Cognitive development
I	Independence	Physical development. Emotional regulation. Life skills.
V	Valuable	This drives everything we do: nothing is for nothing. Promote mental and physical well-being.
E	Enjoyment	<i>Making work fun and making fun work.</i> Finding the JOY in everything. A happy, welcoming, inclusive culture.

PLAY

The Bridge School is an all through school for pupils with severe learning and complex needs. Many of our pupils have ASD and many are pre-verbal.

Our specialism is communication, as we believe this is the greatest skill we can help our pupils develop so that they go on to live enjoyable and fruitful lives.

Hours per week per curriculum area	Communication Speaking; Listening; Reading; Writing; Phonics; PECS; Makaton; Non-Verbal	PHSE, Citizen- ship, British Values: Includes sex and relations hips	Numeracy	Science: Natural world; How things work; Food safety & technology	The Arts	Humanities / My World:	Physical Development	TOTAL Learning Hours per week
Primary	5	2	3	2	4	4	5	25
Secondary	5	2	4	3	3	4	4	25

2. Skills taught at The Bridge School

Our Creative Curriculum incorporates the key elements that we believe are most important for our students to learn and experience during their time with us: the skills that will be most important to them in adulthood.

We do strongly believe that all children should be exposed to all subjects, cultures, physical skills and art forms, irrespective of physical or cognitive ability, and we steadfastly refuse to make judgement on their behalf about what they may or may not enjoy or be stimulated by. Most of our students have sensory needs (of a wide variety) and all of our students need their learning delivered as a series of very small steps with a good deal of repetition to ensure embeddedness.

3. Skills based Curriculum

We have built a skills rich curriculum that is contained within a broad subject curriculum diet. Our pupils are exposed to science, maths, geography, literature, all forms of music and competitive sports in the same way as they would be if we followed a traditional knowledge-based curriculum, but we use those fascinating topics to stimulate interest and develop life skills.

Listening and Understanding	Communicating	Social Interaction	Flexibility	
Imagination	Problem Solving	Anticipating	Self-Awareness	
Confidence	Independence	Community Participation	Being Organised	
Staying Safe	Personal Care	Physical Patience	Co-ordination	Tolerance &
Persistence	How to Explore	Remembering	Reading	
Comparing	Creating	Finding & Recognising	Staying Healthy	
Cooking	Making	Drawing & Writing	Emotional Regulation	

Obviously, our pupils have unique ways of working, and learning and their journey may be 'spikey' or intermittent as they tackle the skills-based learning. We want to ensure that, no matter how long their journey, it is an interesting one and that repetition of skills does not mean repetition of subject material.

Because our pupils are unique, personalisation is also a key ingredient of our programme as some skills are more important or less well developed in some pupils than in others. All classes incorporate differentiation be that in respect of mode of delivery, place of deliver or pace of delivery. Having said this, we also strongly believe that a key skill we should try to develop in our pupils is their ability to 'be' and adapt to different locations, routines and groups so that they are more able to successfully integrate in the communities around them. Thus we strive for group activity whenever it is practical and comfortable for our pupils; we operate a school timetable and the subject knowledge curriculum diet is used as the 'vehicle' via which to deliver a blended solution of skills development alongside students' personal care and therapeutic needs, whatever they might be.

Above all else, we endeavour to swath our creative curriculum in JOY and ENJOYMENT. Fun is a great motivator; a child cannot learn if they are not happy and content, and we strongly believe all our pupils deserve to be happy.

4. Qualifications

Our curriculum is innovative, and a range of OCR Entry Level qualifications and foundation courses are offered. In addition, pupils can work towards certificated programmes by ASDAN, The Arts Council and also swimming, trampolining and Gateway. We ensure that every learner has a programme of study suitable to their needs and a certificate or qualification outcome that recognises their attainment appropriately.

Our Schemes of Work in each subject are designed to ensure that pupils are able to access and progress through programmes of study that are appropriate to their levels of ability. In all cases, irrespective of the level or topic being taught, we place great emphasis on using age-appropriate materials and content.

We have an additional focus on learning outside the classroom, with increased opportunities to contextualise language development through hands-on learning. The outside learning environment includes natural science and horticultural areas. In addition, external work experience opportunities provide an insight into vocational opportunities (paid or unpaid) available.

Some students need to be taught 'Learning to Learn' skills curriculum in a classroom setting. In these cases, we use our unique 'Sanctuary' settings to help children understand routine, behaviour expectations and to provide them with a place where their anxieties can be reduced. Here, they follow the same programme as their peers but at a slower, less demanding pace, with the added possibility of appropriate sensory interventions. When they are ready, they elect to re-join the main classroom areas, either part-time or full-time.

5. Special Educational Needs

All our students have an EHCP.

Progress targets are taken from the EHCP and refined following from our own assessments. These targets are reviewed termly or before as necessary.

Progress is reported continuously via our on-line student progress system and summative checks made every ½ term. At the Annual Review Meeting or EHCP Review, we report on the achievement of the targets set and progress over the year.

6. British Values.

The Bridge School embraces British Values and we work very hard to ensure that democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths, beliefs and abilities is taught via a PHSE and Citizenship learning programme.

7. Careers Information Advice and Guidance

This is built into the curriculum at all levels and includes opportunities to visit real work environments, visits from outside speakers, attendance at careers fairs and attending work-based placements.

8. Developing Communication Skills

Our curriculum also prominently features Speaking and Listening and promotes a wide range of talk and interaction. Drama is a pre-requisite of the timetable which, along with social stories and inspiring reading material, is known to have a positive effect on the development of communication skills. In addition, students with high language needs benefit from focused time with our partnered Speech and Language therapists.

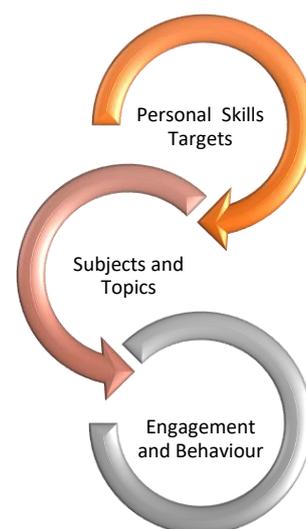
9. Organisation of Learning

- The School Day

The School Day starts at 9am and ends at 3pm and consists of ten 30-minute periods.

- Morning Reflect and Review

The day starts with an opportunity for reflection, review and settling. In these sessions, notable success and also disappointments from the previous day, along with the current days' timetable is discussed. This session can include behaviour expectations, mood discussions and any fear, perceived barriers or concerns ironed out before the learning day starts in earnest. The aim is to create a positive beginning to the day which starts 'fresh' and optimistic.



10. Teaching Spaces

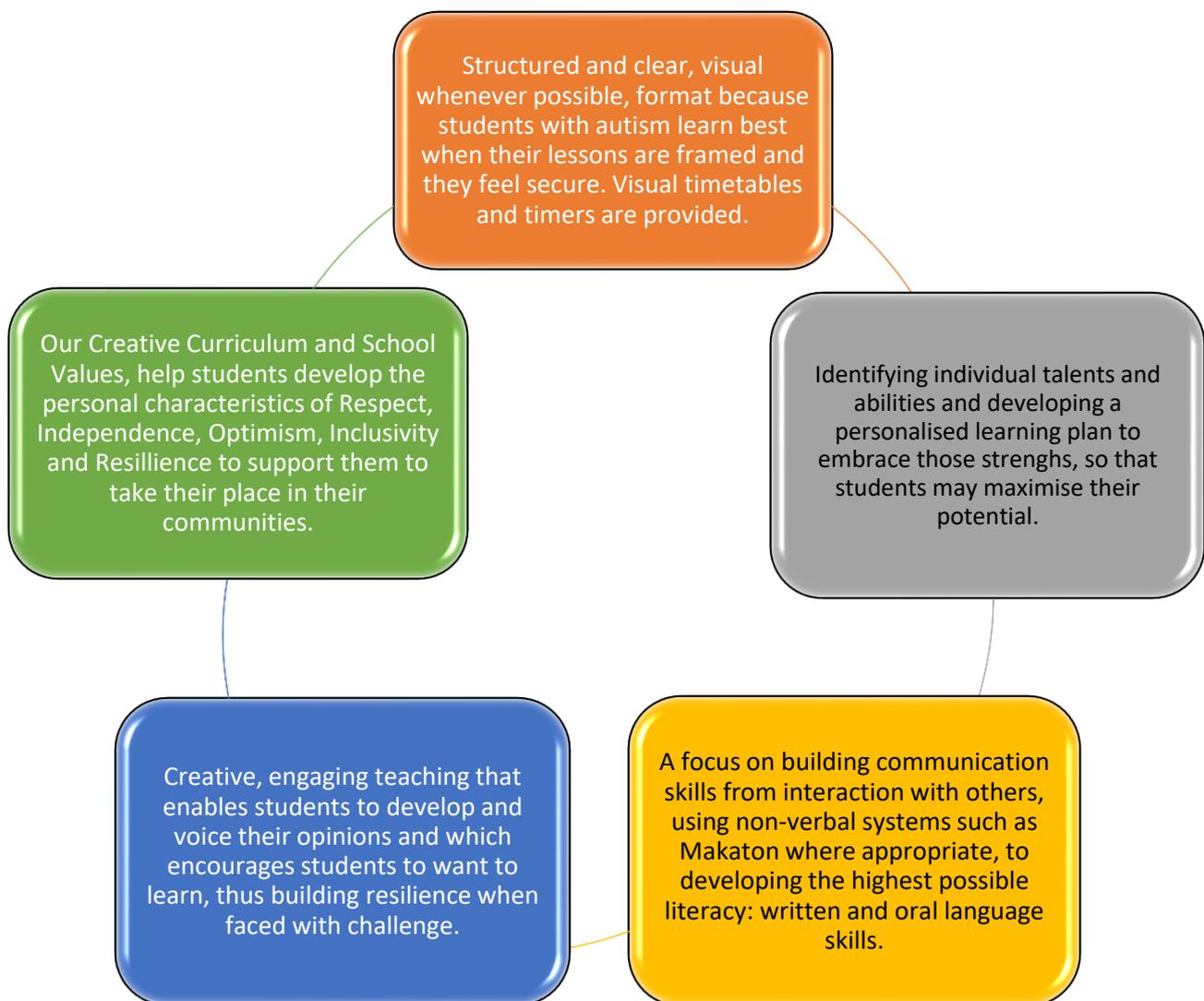
Children are taught in their primary classrooms for some of the day and in specialist learning areas for other. Subjects such as Intensive Interaction, Physical Development, Swimming, Art and Cooking are all taught in specific areas, providing children with the opportunity to develop their confidence and independence of movement skills and providing them with variety and environmental stimulation. We also endeavour to build regular community learning outings into the learning programme.

11. The Bridge School 10-point plan

1. The strengths and needs of the student are always our first priority.
2. Activities must be balanced, relevant and differentiated.
3. Take a holistic approach: the spiritual, moral, cultural, mental and physical development of all students is important.
4. Prepare students with the resilience and courage to deal with adulthood.

5. Deliver learning in ways which ensure students make excellent progress.
6. Provide a seamless, progressive pathway through education and into adult life.
7. Provide the opportunities for students to work at a pace best suited to their needs and happiness.
8. Provide enriching opportunities in the community.
9. Ensure all teaching staff have excellent subject knowledge, understanding of how students learn, assessment processes and that all staff are trained to understand students with SEND and emotional challenges.
10. Build fun and joy into everything we do.

12. Every student's personalised pathway embraces our core design elements:



13. Specialist Teaching for Learning Difficulties

All staff receive CPD regarding strategies that help students with SEND, including Autism and Emotional issues, to learn effectively:

- Work with routines and tight structures: the strange and unexpected unsettles many students with ASD.
- Provide visual plans, timetables and instructions when required. Similarly, lesson content should be as visual as possible. Visual frameworks, symbol instructions and clear written instructions really help students to understand and keep track of their progress and work independently.
- Never assume you have been understood – check.
- Use all learning opportunities to practise social skills, emotional recognition, numeracy and communication: repetition in a range of contexts assists the embedding of learning.
- Keep it simple and explicit. Many SEND students hear words literally and find 'wordy' instructions confusing and have difficulty with abstract terms or metaphors. Similarly, absolutely refrain from irony.
- Sometimes students need to understand 'implications' or the concept of 'degree' and 'variation' to prevent them developing intolerance and extreme viewpoints.
- Do not assume skills learnt in one subject area will be transferred to another. SEND students need to repeat skills learnt in a variety of contexts to embed their total understanding.
- Be patient: do not expect instant answers. Many SEND students need to evaluate and process each element or word before arriving at understanding. Allow silent 'take-up' time (additional instruction may only confuse) while students process the challenge or the task set.
- Rewards, mnemonics, rhyming rules and story-board rules all help SEND students maintain focus and thereby help them learn and memorise information and complete tasks they find uninteresting.

14. Resources and Learning Systems at The Bridge School include:

- Widget symbol writer: this computer software symbol programme enables teachers to build visual resources to help students acquire and develop language and share feelings and ideas.
- Makaton: this signing system gives non-verbal students a means of communicating with those around them whilst also helping them develop oral ability. All staff are trained to use Makaton thereby, creating an inclusive community of learning.
- Social stories and comic strip conversations: we create these to explain any situation arising to help understanding. They can be used to explore emotional and friendship issues, aspects related to puberty and growing-up and right and wrong behaviour.
- Comic-strip statements: personalised rules and recommendations serve as visual reminders to students regarding focus behaviours and personal targets.
- The Incredible 5-point Scale (Kari Dunn Buron): helps develop emotional awareness and empowers students to understand and control their reactions and behaviours.

- Athletics, an interactive computer-based learning programme that enables students to practise their computer use skills as well as direct the pace of their learning, thus building independence.
- Daily life therapy: this approach puts an emphasis on physical activities. This is on the basis that structured physical activity makes socialisation easier for students who find social (unstructured) activity difficult.
- OCR and ASDAN programmes of study along with internal qualification assessment by our own teachers.

15. Roles and Responsibilities

Classroom teachers are responsible for:

- Creating / adapting SoW and personalised learning plans for the students in their teaching group
- Weekly and termly planning of resources and activities
- Differentiating resources and lesson content to exactly match students' needs
- Use a range of teaching and learning strategies, techniques and resources
- Manage and train the TAs working in their teaching group
- Attending training as appropriate
- Model excellent practice and a range of teaching and learning styles
- Use the School's assessment and progress systems effectively
- Provide information regarding student progress to the Headteacher as required, weekly photo updates on Earwig Academic and in Annual reports for parents and carers
- Meeting with parents, care-workers and involved support workers as require
- Ensuring that the safety and well-being of the students in the School are optimised

Teaching Assistants are responsible for:

- Assisting the classroom teacher in delivering the curriculum to the students in their care
- Advising the classroom teacher of changes in progress and working with them to develop plans to manage these changes
- Using the School's Assessment and Progress systems effectively
- Marking student work
- Attending training as appropriate
- Assisting the classroom teacher to create resources and learning opportunities
- Ensuring that the safety and wellbeing of the students in the School are optimised

The Deputy Headteacher is responsible for:

- Oversight of attendance registers

- Oversight of Pupil Welfare and the Pastoral process
- Implementing and monitoring assessment routines and systems
- Planning external educational visits
- Planning enrichment days
- Creating and managing the PHSE and British Values programmes
- Maintaining risk assessment and registers for external trips and visits
- Managing timetabling
- Managing funding arrangements including HNF and Pupil Premium
- Ensuring that the safety and well-being of the students in the school is optimised

The Headteacher, is responsible for:

- Writing and implementing policy.
- Monitoring teaching, learning, assessment and student progress
- Maintaining relationships with the Trust (USP), Governors and LA stakeholders and partners.
- Planning the curriculum
- Keeping up to date with the educational and legal developments and initiatives
- Creating and sourcing training opportunities
- Leading in respect of maximising the safety and well-being of the students and staff.