



SCHOOL CURRICULUM

The Bridge SEN School is dedicated to providing support and care towards its students with their education needs and creating an environment that is caring, supportive, stimulating, enjoyable and challenging. We provide education for SEN young adults aged from 14-25 years old and the curriculum design allows students to develop their academic ability, their PSHE, and social skills as well as preparing them for independent living and employment. The students at The Bridge SEN School will often have very specific needs and as a result teachers will make efforts to match their teaching approaches to the learner's style and needs. The work and judgements of the teacher's will be monitored closely by the school's internal evaluation procedures to ensure the continuity of provision of quality.

Curriculum Aims:

The Bridge SEN School recognises and values the contributions of all members equally; this will be demonstrated throughout the school within all classes regardless of cohort of need/age of students. The aims of our curriculum are underpinned by reference to a set of basic principles; these principles ensure our curriculum:

- Motivates and inspires all students to learn and to be active participants in their learning
- Is an inclusive curriculum that has the scope to answer the needs of all students within the school, and which celebrates all achievement
- Helps students acquire knowledge, understanding and skills in all aspects of their education
- Defines progression in terms of skills, knowledge and understanding, as well as in terms of a range of experiences and contexts that broaden and remain age appropriate as students move through the school
- Promotes opportunities for effective inclusion
- Secures all learning is incrementally structured and prepares for next steps/stages
- Enables all students to achieve his/her fullest potential through effective personalisation and differentiation
- Is responsive to the particular (and changing) needs of individual students
- Promotes British values
- Provides effectiveness in supporting the wide range of therapeutic/medical needs/services central to students learning and quality of life
- Enables all students to build on what they already know and acknowledges students different starting points setting challenging targets
- Prepares students for a life in which they have the greatest possible degree of autonomy

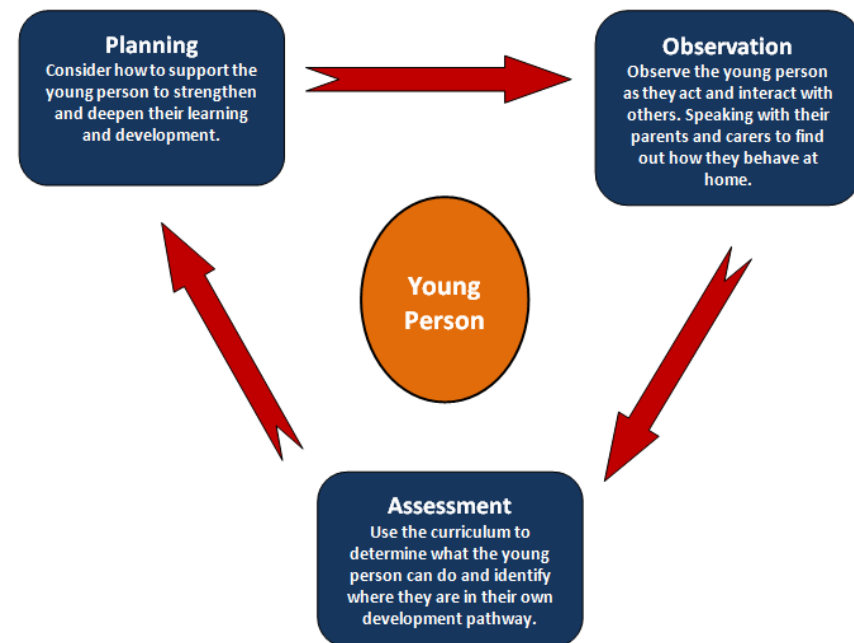
- Enables students to manage their feelings and emotions in a suitable manner
- Promotes an ethos of continual improvement
- Enable students to express preferences, communicating needs, making choices and choosing options that other people act on and respect
- Promotes/facilitates the development of students intellectual, moral, physical, social, spiritual and creative capacities (SMSC)
- Secures effective collaboration with parents/carers in agreed long term aims to support the educational and physical well-being of their child

Curriculum Intent

Our Curriculum's activities take into account our belief that positive engagement is central to the learner's development. It nurtures not only developmental and academic abilities, but also the learner's emotional development. The curriculum offers a stimulating, nurturing and safe environment in which the learners may develop socially, emotionally, physically and intellectually. We recognise that people learn through all their senses, through exploration, investigation, experimentation, listening and watching, as well as through play. Older learners who come to the school may have engrained habits or challenges to their learning which need to be observed and explored so that the best approach to aid their development can be planned and adopted. It is important that the learners have opportunities to interpret their environment, to learn to make choices for themselves and to grow in confidence, understanding their value within the school community.

The Curriculum will:

- Offer an environment which is creative and exciting and promotes learning.
- Encourage the learners to be aware, active and independent in their choices and their learning.
- Give learners opportunities to develop a social awareness and a sense of group membership in which they may play and develop at their own pace.
- Create a firm, but flexible environment where the learners can be aware of the rules within the classroom and the wider community.



- Enable the learners to work and explore in a curriculum that will give them the opportunity to work towards becoming independent and academically successful
- Value and build on home and community experiences, and encourage strong, supportive partnerships between home, school and other professionals.

A Student’s Journey at the Bridge SEN School



<p>The needs of a learner can greatly vary depending on their personal ability, circumstances or the nature of their particular disability.</p> <p>When learners arrive at the Bridge SEN school they are likely to have gaps in their education or functional ability. They may be unable to perform basic skills necessary to live independently and safely. Their communication skills may be lacking or they may struggle to effectively complete any academic skills such as basic literacy or numeracy. In addition, they may demonstrate a variety of challenging behaviour.</p> <p>An initial assessment of the learner helps the school determine the needs of the individual and the kind of support they require.</p>	<p>Bearing in mind the nature of the client group, adjusting to a new environment can also be a challenge. Transitioning will result in changes to routines and structures which could sometimes be challenging, time consuming and frustrating for some students. To manage these challenges and facilitate the process of transitioning in the most effective way:</p> <ul style="list-style-type: none"> • The physical environment is assessed • Routines are established • Time tables are created • Learners participate in daily activities in stages • Learners become familiar, comfortable and confident. 	<p>While attending the school, the learners will partake in a variety of activities designed to improve their academic ability as well as their functional life skills.</p> <p>Our approach focuses on the needs of the individual and maximise their independence as soon as possible. Our overall work is centred on interventions that improve the individual student’s ability to function in the community.</p> <p>A learner’s tenure at the Bridge SEN School may only be for a single year but may also require many years of study before the benefits are noticed. The curriculum demonstrates a range of outcomes we aim for them to achieve and personalised schemes of work linked to their EHCP are formulated for each</p>	<p>When the learners are ready to leave the school we aim to have prepared them to be able to live as independently as possible and to be equipped to be able to enjoy their life in the wider community.</p> <p>They will have developed skills to:</p> <ul style="list-style-type: none"> • Communicate their needs and desires • Live as autonomously as possible • Manage their challenging behaviour • Understand and follow the rules of society • Maintain positive relationships • Find meaningful employment or engagement in a suitable field • Make decisions that affect their own life
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		student with specific outcomes. These are reviewed yearly.	
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Characteristics of Effective Learning

Characteristics of Effective Learning	Area of Learning and Development	Aspect
Engagement Exploring the environment Encountering new people Experimenting	Maintaining Good Health	PSHE (personal hygiene)
		Sexual Health
		Yoga, relaxation activities and physical fitness
		Sensory exploration
Motivation Being involved and concentrating Sense of enjoyment Seeing activities through	Education and Learning	Literacy skills Reading/Writing/
		Numeracy and Mathematics
		Computer skills
		Creative skills (drama and artistic activities)
Critical Thinking Linking ideas and actions Making own choices Coming up with their own ideas	Friendship, Relationships and participation in the community	Communication
		PSHE (relationships and responsibilities)
		People & places and current events
		Drama and role plays
	Independent Living and Housing	Money Management
		Community interaction
		Cooking & baking skills
		Self care
	Preparing for and finding employment	Community interaction
		Routine and responsibilities
		Dealing with changes or unexpected situations

How a young person engages with others and their environment underpins their learning and development across all areas of their education and how they are supported during these times can affect their motivation and the effectiveness of their learning.

At the Bridge SEN School a young person’s development is divided into their autonomous living skills and academic areas, preparing them with essential skills and knowledge required to participate successfully in society. Ongoing observation and assessment is at the heart of effective support for young adults with learning difficulties.

British Values

The Department for Education emphasise the important role that British values can play in education and reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At The Bridge SEN School British Values are promoted throughout the curriculum. These values are not unique to Britain. We acknowledge that they differ in no way from the values of the many countries and the cultural backgrounds represented by families and are integral to our own vision and values.

Democracy	The Rule of law	Individual Liberty	Mutual respect and tolerance of different faiths and beliefs
<p>Social</p> <ul style="list-style-type: none"> • Unique Child – practitioners recognise and model respect for each child and their family. • Personal, social and emotional development – self confidence and self awareness. <p>Ideas to demonstrate:</p> <ul style="list-style-type: none"> • How are young people involved in decision-making in the setting? ie decisions affecting choice of what to play with, eat etc and decisions that affect the setting, for example, deciding on golden rules or how an area is set up. • How do they know that their decisions count? • Think about the characteristics of effective learning and how young people are engaged, motivated and thinking critically. 	<p>Moral</p> <p>Personal, social and emotional development – managing feelings and behaviour</p> <p>Ideas to demonstrate:</p> <ul style="list-style-type: none"> • Support young people in managing their feelings and behaviour. Provide books that show how characters help and support each other. Talk about emotions, use music that captures different moods. • Visit police or fire service • Talk about why rules are important, and consequences. • Think about how you encourage young people to resolve conflict. • Support young people’s understanding of the rules and expectations of society • Encourage environmental respect and awareness 	<p>Spiritual</p> <p>Personal, social and emotional development</p> <p>– self confidence and self awareness</p> <p>Understanding the world, people and communities</p> <p>Ideas to demonstrate:</p> <ul style="list-style-type: none"> • Consider how you support young people’s personal, social and emotional development, in particular self confidence and self awareness. • Allow young people to take risks, for example, during outdoor play and try out new ideas. • Think about the characteristics of effective learning and how young people are engaged, motivated and thinking. • How are young people encouraged and able to recognise success? • Do you allow enough time for activities to be completed and for young people to 	<p>Cultural</p> <p>Personal, social and emotional development – making relationships, managing feelings and behaviour</p> <p>Understanding the world, people and communities</p> <p>Ideas to demonstrate:</p> <ul style="list-style-type: none"> • Support young people’s understanding of diversity and challenge negative attitudes and stereotypes. • Role model an inclusive attitude to different faiths, cultures and beliefs. • Provide activities that encourage ‘turn taking’ • Provide role play opportunities’ • Help young people to recognise and respect both similarities and differences. • Involve young people in the wider community. Visit places of worship.

<ul style="list-style-type: none"> • How are parents involved in decision-making about the setting? 		<p>return to them?</p> <ul style="list-style-type: none"> • Encourage group discussion to talk about feelings and recognise that everyone has different opinions. 	<ul style="list-style-type: none"> • Work in partnership with parents to share knowledge and experience. • Providing resources and activities that challenge gender, cultural and racial stereotyping.
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The Bridge SEN School Curriculum

Cognition and Learning

Intent	Implementation	Impact
<p>For students...</p> <ul style="list-style-type: none"> • to be able to utilise writing/typing/mark making in a meaningful way • to be able to access a variety of written media for entertainment or communication • to have an awareness of the possibilities of communication through writing/mark making/ICT • to be able to create intentional visual communication through mark making/writing/touching a screen/typing • to apply phonic knowledge to decode words 	<p>Staff use...</p> <ul style="list-style-type: none"> • a structured and organised classroom • clear unambiguous language and instructions • agreed boundaries of behaviour • adaptive communication presented and modelled throughout all activities • multi-modal communication including Makaton, symbols, pictures and visual cues • resources such as help/break/cards/ICT • open and closed questions • choices presented visually 	<p>Students have...</p> <ul style="list-style-type: none"> • increased self advocacy • increase confidence • increased understanding of their world • increased awareness of what, why and how they are learning • increased communication skills for all aspects of self care, community, work and relationships skills • an increased cultural capital • a greater awareness of their own likes and dislikes and how to obtain the things they like.

<ul style="list-style-type: none"> ● to communicate feelings appropriately ● to improve fine motor skills ● to be able to associate a keyboard with typed text ● to be able to identify letters in the alphabet ● to be able to access a variety of written media for entertainment or information ● to be able to follow the events narrated ● to gain familiarity with common topics ● to be able to identify letters in the alphabet ● to be able to access a variety of written media for entertainment or information ● to be able to follow the events narrated ● to be able to identify characters, objects or situations ● to increase use of wider vocabulary such as adjectives, verbs and pronouns 	<ul style="list-style-type: none"> ● paired and shared activities facilitated and encouraged ● students motivational items and interests included in lessons ● speech and phonics modelled ● use of colourful semantics ● encouragement towards objectives ● intensive interaction ● appropriate responses to student body language, moods, sensory, medial and physical needs ● OT and SaLT input ● safe and inclusive, non judgemental, low arousal environment ● differentiated environment, targets, support and resources ● varied and rich information about the wider world, culture, beliefs, communities, art, music, politics and countries ● a wide range of cultural and recreational experiences ● updated and current sources of information for teaching and learning 	
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<ul style="list-style-type: none">● to recognise blended sounds● to gain familiarity with common topics● to recognise common and relevant signs in the community such as Swimming Pool, Fire Exit, Bus stop etc● to sit correctly at a table, holding a pencil comfortably and correctly● to form lower-case letters in the correct direction, starting and finishing in the right place● to form capital letters● to form digits 0-9● to recognise letter 'families' and common formation● to compose own name● to compose meaningful sentences or phrases according to purpose● to have improved fine motor skills● to show recognition of some cause and effect eg: press an on switch	<ul style="list-style-type: none">● regular staff training● a wide variety of appropriate texts to read or follow● mathematical puzzles, questions and embedded learning all lessons and activities eg: amounts, shapes, measure and colour in cooking	
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| <ul style="list-style-type: none">● to recognise large and small objects● to have an understanding of sequence with daily routines● to notices patterns● to associate events with time and meaning● to be able to show some awareness of shapes and positions● to categorise objects● to order items by length, size or height● to recognise and differentiate different forms of money● to gain a concept of things existing even when not present● to recognise written numbers● to recognise spoken numbers● to be able to select small number of objects from a group● to explore concepts such a 'more' or 'a lot'● to recite numbers 1-10● to match numerical quantity with numeral | | |
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| <ul style="list-style-type: none">● to be able to recognise money● to be able to make basic sums with different amounts of money● to gain an awareness of different symbols connected to mathematics● to have a basic ability of performing basic mathematical calculations of addition and subtraction● to have a basic ability of performing mathematical calculations of multiplication and division● to recognise that a quantity can change if something is added or removed | | |
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Communication and Interaction

Intent	Implementation	Impact
<p>For students...</p> <ul style="list-style-type: none"> ● to be responsive to interaction ● to initiate interaction with others ● to express choices ● to express opinions ● to express likes and dislikes ● to ask for help ● to seek attention ● to show awareness of sharing experiences with others ● to join paired activities ● to join group activities ● to participate positively in turn taking and waiting ● to participate in conversation ● to initiate conversation ● to use symbols speech signs or iPads to communicate with increased fluidity ● to be able to describe items, events, feelings 	<p>Staff use...</p> <ul style="list-style-type: none"> ● a structured and organised classroom ● clear unambiguous language and instructions ● agreed boundaries of behaviour ● adaptive communication presented and modelled throughout all activities ● multi-modal communication including Makaton, symbols, pictures and visual cues ● resources such as help/break/cards/ICT ● open and closed questions ● choices presented visually ● paired and shared activities facilitated and encouraged ● students motivational items and interests included in lessons ● speech and phonics modelled 	<p>Students have...</p> <ul style="list-style-type: none"> ● increased self advocacy ● increase confidence ● increased understanding of their world ● increased awareness of what, why and how they are learning ● increased tolerance of others ● increased ability to self regulate ● increased communication skills for all aspects of self care, community, work and relationships skills ● an increased cultural capital ● a greater awareness of their own likes and dislikes and how to gain access to the experiences that they best enjoy

<ul style="list-style-type: none"> ● to be able to report on an event or narrative ● to explore citizenship skills such as politeness, charity and kindness ● to follow class rules for appropriate behaviour in school and in the community ● to explore cultural identity ● to celebrate differences ● to recognise who is important to them ● to recognise other people's feelings ● to build different kinds of relationships with others ● to learn about the value of friendship as a basis for romantic/sexual relationships ● to recognise different people's roles ● to explore their ambitions and wishes ● to understand what skills they need to learn 	<ul style="list-style-type: none"> ● use of colourful semantics ● encouragement towards objectives ● intensive interaction ● appropriate responses to student body language, moods, sensory, medial and physical needs ● OT and SaLT input ● safe and inclusive, non judgemental, low arousal environment ● differentiated environment, targets, support and resources ● varied and rich information about the wider world, culture, beliefs, communities, art, music, politics and countries ● a wide range of cultural and recreational experiences ● updated and current sources of information for teaching and learning ● regular staff training 	<ul style="list-style-type: none"> ● A greater capacity to enjoy healthy and sustainable relationships with others
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<ul style="list-style-type: none">● to recognise what they are learning● to celebrate achievements● to recognise the rules for keeping safe at home, in school, online and the community● to recognise creation can be a shared experience● to recognise the link between emotions and artistic expression● to build positive self-concept● to use their voices expressively and creatively by singing songs and speaking chants and rhymes● to play tuned and untuned instruments with purpose and experimentation● to listen with concentration and understanding to a range of music● to demonstrate an ability to perform, act or speak in front of others		
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Social, Emotional and Mental Health

Intent	Implementation	Impact
<p>For students...</p> <ul style="list-style-type: none"> ● to describe how they are feeling in different situations and in response to different experiences ● to have a greater awareness of their own emotional and sensory needs ● to be able to ask for help ● to accept support to manage their emotional and sensory needs ● to be able to express a choice of activity to support their emotional needs ● to be able to express a choice of activity to support their sensory needs ● to be able to refuse an item or activity appropriately 	<p>Staff use...</p> <ul style="list-style-type: none"> ● a structured and organised classroom ● clear unambiguous language and instructions ● agreed boundaries of behaviour ● adaptive communication presented and modelled throughout all activities ● multi-modal communication including Makaton, symbols, pictures and visual cues ● resources such as help/break/cards/ICT ● open and closed questions ● choices presented visually ● paired and shared activities facilitated and encouraged ● students motivational items and interests included in lessons 	<p>Students have...</p> <ul style="list-style-type: none"> ● increased mental health ● increased emotional intelligence ● increased self advocacy ● increased ability to express negative emotions appropriately ● increase confidence ● increased understanding of their world ● increased awareness of what, why and how they are learning ● increased tolerance of others ● increased ability to self regulate ● increased communication skills for all aspects of self care, community, work and relationships skills ● an increased cultural capital

<ul style="list-style-type: none"> ● to adopt an effective method of self regulation where needed ● to effectively use zones of regulation to monitor their own needs ● to know who can help them ● to know where to go to seek support ● to define and practice ways to cope with and manage life stresses dealing with self, family, friends, the community ● to develop skills which are internally motivated for self-control ● to develop an awareness of the consequences of their own actions and behaviour ● to be more aware of the feelings of others ● to demonstrate an ability to perform, act or speak in front of others 	<ul style="list-style-type: none"> ● encouragement towards objectives ● intensive interaction ● appropriate responses to student body language, moods, sensory, medial and physical needs ● OT and SaLT input ● safe and inclusive, non judgemental, low arousal environment ● differentiated environment, targets, support and resources ● varied and rich information about the wider world, culture, beliefs, communities, art, music, politics and countries ● a wide range of cultural and recreational experiences ● updated and current sources of information for teaching and learning ● regular staff training 	<ul style="list-style-type: none"> ● a greater awareness of their own likes and dislikes and how to obtain the things they like. ● Increased health and wellbeing
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Sensory and Physical

Intent	Implementation	Impact
<p>For students...</p> <ul style="list-style-type: none"> ● to maintain personal hygiene ● to be able to distinguish males and females ● to be able to distinguish children and adults ● to have an understanding of the human reproduction process ● to comprehend the difference between public and private behaviour ● to manage sexual urges when in public 	<p>Staff use...</p> <ul style="list-style-type: none"> ● a structured and organised classroom ● clear unambiguous language and instructions ● agreed boundaries of behaviour ● adaptive communication presented and modelled throughout all activities ● multi-modal communication including Makaton, symbols, pictures and visual cues ● resources such as help/break/cards/ICT ● open and closed questions ● choices presented visually 	<p>Students have...</p> <ul style="list-style-type: none"> ● increased mental health ● increased emotional intelligence ● increased self advocacy ● increased ability to express negative emotions appropriately ● increase confidence ● increased understanding of their world ● increased awareness of what, why and how they are learning ● increased tolerance of others ● increased ability to self regulate ● increased communication skills for all aspects of self care,

<ul style="list-style-type: none"> ● to be able to make safe choices when it comes to sex and sexual behaviour ● to avoid unhealthy things (may include drugs, alcohol or tobacco if learner is deemed able to comprehend) ● to develop a knowledge and understanding for maintaining a balanced, healthy lifestyle through physical activities ● to develop a knowledge and understanding for maintaining a balanced, healthy lifestyle through diet and nourishment ● to improve performance in physical activities ● to improve awareness of their body ● to develop strategies for relaxation ● to improve motor skills 	<ul style="list-style-type: none"> ● paired and shared activities facilitated and encouraged ● students motivational items and interests included in lessons ● encouragement towards objectives ● intensive interaction ● appropriate responses to student body language, moods, sensory, medial and physical needs ● OT and SaLT input ● safe and inclusive, non judgemental, low arousal environment ● differentiated environment, targets, support and resources ● varied and rich information about the wider world, culture, beliefs, communities, art, music, politics and countries ● a wide range of cultural and recreational experiences ● updated and current sources of information for teaching and learning ● regular staff training 	<p>community, work and relationships skills</p> <ul style="list-style-type: none"> ● an increased cultural capital ● a greater awareness of their own likes and dislikes and how to obtain the things they like. ● Increased health and wellbeing
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<ul style="list-style-type: none"> • to improve hand –eye coordination • to explore different sensory options • to develop a sense of shared cooperation • to understand the concepts of fair play and turn-taking • to enhance communication skills 	<ul style="list-style-type: none"> • regular sports and leisure activities, outings to sports and leisure facilities • healthy options encouraged and made available 	
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Independence

Intent	Implementation	Impact
For students... <ul style="list-style-type: none"> • Improve memory & visual learning • be able to follow instructions to complete work related tasks 	Staff use... <ul style="list-style-type: none"> • a structured and organised classroom • clear unambiguous language and instructions • agreed boundaries of behaviour 	Students have... <ul style="list-style-type: none"> • increased mental health • increased emotional intelligence • increased self advocacy

<ul style="list-style-type: none"> ● Improve decision making ● Improve confidence ● Improve creativity ● Develop self-expression ● Improve fine motor skills ● Develop hand-eye coordination ● express his or her own experiences through drawing ● mix and apply primary colours in his or her own creative work ● experiment with form, colour and rhythm in decorative edging ● to improve motor skills ● to improve hand –eye coordination ● to explore different sensory options ● to develop a sense of shared cooperation ● to carry out daily routines with increased independence ● to be able to carry out steps of cleaning and house work tasks 	<ul style="list-style-type: none"> ● adaptive communication presented and modelled throughout all activities ● multi-modal communication including Makaton, symbols, pictures and visual cues ● resources such as help/break/cards/ICT ● open and closed questions ● choices presented visually ● paired and shared activities facilitated and encouraged ● students motivational items and interests included in lessons ● speech and phonics modelled ● use of colourful semantics ● encouragement towards objectives ● intensive interaction ● appropriate responses to student body language, moods, sensory, medial and physical needs ● OT and SaLT input ● safe and inclusive, non judgemental, low arousal environment 	<ul style="list-style-type: none"> ● increased ability to express negative emotions appropriately ● increase confidence ● increased understanding of their world ● increased awareness of what, why and how they are learning ● increased tolerance of others ● increased ability to self regulate ● increased communication skills for all aspects of self care, community, work and relationships skills ● an increased cultural capital ● a greater awareness of their own likes and dislikes and how to obtain the things they like. ● Increased health and wellbeing ● Increased awareness and ability of self support including the opportunity of finding meaningful
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<ul style="list-style-type: none"> ● to be able to carry out steps of cooking recipes ● to be able to collect specific items to get ready activities ● to know how to exchange money for items ● to follow some steps of using public transport such as tapping travel card, waiting at correct bus stop ● to know how to activate/access different appliances and ICT ● to be able to find and click on specific icons on a screen to access desired internet location ● to establish appropriate communication skills related to working environments. ● to establish good collaborative, sharing relationships with others ● to establish problem-solving skills relevant to the working environment 	<ul style="list-style-type: none"> ● differentiated environment, targets, support and resources ● varied and rich information about the wider world, culture, beliefs, communities, art, music, politics and countries ● a wide range of cultural and recreational experiences ● updated and current sources of information for teaching and learning ● regular staff training ● regular sports and leisure activities, outings to sports and leisure facilities ● healthy options encouraged and made available ● a transition plan to the different stages of accessing the work environment which is under constant review and updating ● immediate needs of the learner are discovered assessed, understood and catered for 	<p>work or engagement after their education ends</p>
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- to establish interaction with familiar and unfamiliar people through interaction with the community



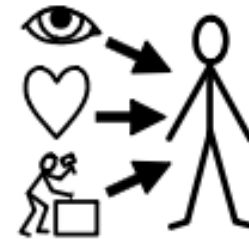
Unlocking



potential,



broadening



experience.



Extending




independence,



promoting



respect.


School Curriculum



Music



Communication



Cooking



Work



PSHE



Sports



Reading



&



Shared



attention



Yoga



Community



Interaction



Swimming



Relationships



Art



Literacy



Numeracy



Using



Money



Sensory



Problem



solving



British



values