



The Bridge School

CURRICULUM STATEMENT

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The Bridge School is a primary Special School for pupils with a range of learning difficulties. These may include:

- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Autism Spectrum Conditions (Disorders) (ASD)

Some pupils may have additional difficulties due to Sensory Impairments (MSI/VI/HI)

The Bridge School is made up of three stages of learning:

- Early Years Foundation Stage – for Nursery and Reception pupils aged between 2 and 5 years
- Key Stage 1 – for Year 1 and Year 2 pupils who are aged between 5 and 7 years
- Key Stage 2 – for Year 3,4,5 and 6 pupils who are aged between 7 and 11 years

At The Bridge School we recognise that children with complex and severe learning needs face particular challenges in learning and in life which demand us to find individual solutions. It is with this in mind that we continually seek to further develop and look to the latest research to find the best possible approaches (strategies, resources, environments etc.) in all aspects of our offer to ensure that all children receive a varied, creative, engaging and appropriate curriculum offer which gives opportunities to learn skills for life.

An instrumental factor in the realisation of this curriculum, is the fact that it is encountered by pupils via well established 'needs led' classes, since to be fully inclusive is, in philosophical terms, to give our pupils the opportunity to access their potential by setting up class environments that best meet their needs. Only then are they entirely included. Providing equal opportunities is about meeting individual needs-not treating everybody in the same way. All pupils have access to the specialist areas within school that help to support learning. Classes are timetabled for sessions in the Sensory Rooms (Rainbow/Starlight), Soft Play area and hydrotherapy pool/local swimming pool. These areas are used to support learning across the curriculum and to give pupils the opportunity to develop and generalise their prior learning in different environments.

As each child has a unique and wide ranging set of requirements, we work as a multi-professional team to offer 3 distinct curricula pathways through which we aim to meet these varied needs of our pupils and fulfil statutory requirements.

Essentially, our curriculum is built around meeting the holistic needs of each child. The four areas of each child's Education and Health Care Plan form the basis of priorities for provision. Cognition and Learning are addressed through one of the three Pathways (Pre-formal, Semi Formal or Subject Specific-National Curriculum), underpinned by the other three areas of Communication and Interaction, Sensory and Physical and Wellbeing (Social, Emotional and Mental Health). These three areas are non-pathway specific and are highly personalised.

Our Pathways are not defined by age but by need and achievement; pupils may therefore move from one pathway to the next at any point in their school career. Each pathway covers skills, knowledge and understanding across a range of subjects.

- **Pathway 1-Pre-Formal** – for pupils with profound and multiple learning difficulties
- **Pathway 2 Semi-Formal** – for pupils with autism and/or severe learning difficulties
- **Pathway 3 Formal/National Curriculum** – differentiated for pupils with severe or moderate learning difficulties

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Pathway 1 (P1-4)	Pathway 2 (P4- A2E Band 1/2)	Pathway 3 (A2E Band 3+)
EYFS	<p>A flexible curriculum based on the Early Years Foundation Stage Principles of child initiated learning augmented by personalised programmes of study of therapy which are responsive to individual need and learning style. Our ethos is to support personal, social and emotional and communication development so that children feel safe and can begin their journey to readiness for learning.</p> <p>There are four guiding principles that shape our practise. These are:</p> <ul style="list-style-type: none"> • Every child is a unique child, who is constantly learning through positive relationships with adults and peers. Children benefit from a strong partnership between practitioners and parents and/or carers. • Children learn to be strong and independent through positive relationship with adults and peers. Children benefit from a strong partnership between practitioners and parents and/or carers. • Children learn and develop well in enabling environments that ate tailored to their individual needs and evolve and they develop and grow. • Importance of learning and development. Children develop and learn at different rates and their learning styles is the main vehicle that informs our practise. <p>All learning is delivered through the following strands:</p> <ul style="list-style-type: none"> • Personal Social and Emotional Development • Communication and Language • Literacy • Mathematics • Understanding of the World • Expressive Arts and Design • Physical Development 	

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	Pathway 1 (P1-4)	Pathway 2 (P4- A2E Band 1/2)	Pathway 3 (A2E Band 3+)
Key Stage 1	<p>This curriculum pathway recognises that children and young people with Profound and Multiple Learning Difficulties (PMLD) have unique abilities and ways of learning. Our PMLD Curriculum is based on the understanding of what the individual pupil needs. Comfort, security, stimulation and motivation have to be accounted for in any situation. Having a good relationship with staff members is paramount to the pupils learning experience. Through interaction pupils can learn to trust the adults and the adults can learn about the pupils' abilities, interests and preferred communication approaches, their feelings and their discomfort.</p> <p>The timetable for this curriculum will be delivered containing the following areas of learning:</p> <ul style="list-style-type: none"> • My Communication • My Cognition • My Physical Development • My Independence <p>The curriculum is supported by a wide range of enrichment activities including off site visits, and visits by a variety of different organisations, assemblies and celebrations.</p> <p><i>(See Curriculum document for pupils with Profound and Multiple Learning Difficulties for more information)</i></p>	<p>This curriculum recognises that many of our children have a range of complex learning difficulties. The approaches within this Curriculum encompass the development of thinking skills, creative learning and movement and is designed to be developmentally appropriate. It enables all pupils to take part in activities that are engaging, meaningful to them and provide relevant and challenging goals.</p> <p>It is a curriculum for children who learn best when learning is related to their own experiences. Some children may learn through structured play whilst others will learn more effectively through functional activities or through topic-based approaches. Many pupils in this group need to generalise skills and learn how to solve problems.</p> <p>The curriculum topic content allows pupils to access a personalised curriculum, structured around their learning styles. Lessons are taught in small groups and one to one.</p> <p>The curriculum is supported by a wide range of enrichment activities including off site visits, and visits by a variety of different organisations, assemblies and celebrations.</p>	<p>This curriculum allows pupils continue to build on the skills and knowledge gained during their time in Early Years. We continue to work on each child's communication skills and use visual, tactile and auditory cues. Communication is seen as vital to the development of all other areas of the curriculum.</p> <p>Key Stage 1 follows a two yearly thematic cycle of topics which gives pupils access to a full and rich range of experiences and opportunities. Religious education and personal and social education are incorporated into the curriculum and school day via assemblies, celebrations, reflection and quiet time. The curriculum is individualised to meet the needs of the pupils, working in a child centred way. Lessons are taught in whole class, small groups and one to one.</p>

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	Pathway 1 (P1-4)	Pathway 2 (P4- A2E Band 1/2)	Pathway 3 (A2E Band 3+)
Key Stage 2	<p>This curriculum pathway recognises that children and young people with Profound and Multiple Learning Difficulties (PMLD) have unique abilities and ways of learning. Our PMLD Curriculum is based on the understanding of what the individual pupil needs. Comfort, security, stimulation and motivation have to be accounted for in any situation. Having a good relationship with staff members is paramount to the pupils learning experience. Through interaction pupils can learn to trust the adults and the adults can learn about the pupils' abilities, interests and preferred communication approaches, their feelings and their discomfort.</p> <p>The timetable for this curriculum will be delivered containing the following areas of learning:</p> <ul style="list-style-type: none"> • My Communication • My Cognition • My Physical Development • My Independence <p>The curriculum is supported by a wide range of enrichment activities including off site visits, and visits by a variety of different organisations, assemblies and celebrations.</p> <p><i>(See Curriculum document for pupils with Profound and Multiple Learning Difficulties for more information)</i></p>	<p>This curriculum recognises that many of our children have a range of complex learning difficulties. The approaches within this Curriculum encompass the development of thinking skills, creative learning and movement and is designed to be developmentally appropriate. It enables all pupils to take part in activities that are engaging, meaningful to them and provide relevant and challenging goals.</p> <p>It is a curriculum for children who learn best when learning is related to their own experiences. Some children may learn through structured play whilst others will learn more effectively through functional activities or through topic-based approaches. Many pupils in this group need to generalise skills and learn how to solve problems.</p> <p>The curriculum topic content allows pupils to access a personalised curriculum, structured around their learning styles. Lessons are taught in small groups and one to one.</p> <p>The curriculum is supported by a wide range of enrichment activities including off site visits, and visits by a variety of different organisations, assemblies and celebrations.</p>	<p>The thematic approach to the curriculum continues to support children to make links and connections in their knowledge and skills through learning in practical and hands on experiences. This approach better accommodates children facing a range of learning barriers through enabling them to utilise different learning styles and preferences.</p> <p>Children have access to the full range of subjects within the National Curriculum including Religious Education. The specific themes create the framework through which subject areas are delivered in a four year programme during Years 3, 4, 5 and 6. The curriculum also incorporates swimming.</p> <p>The curriculum is supported by a wide range of enrichment activities including off site visits, and visits by a variety of different organisations.</p>

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Implementation

The topic based approach provides stimulating learning experiences and links concepts within an overarching theme. Within our context, the semi and pre-formal curricula are more heavily drawn upon. This meets the needs of our different cohorts of pupils, ensuring that they all have access to areas of learning which are suited to them. The same overall topic is studied by all three of the curriculum levels. This ensures that classes can take a mixture of approaches if necessary to support individualisation and accessibility. Varied and frequent use is made of the local and extended community.

Curriculum Areas

Pathway 1- Pre-Formal	
My Communication	<ul style="list-style-type: none"> • The development of functional and social communication skills, receptive and expressive skills. • Communication may be pre-intentional with the aim of moving towards intentional and may move either way between the two depending on progressive or regressive conditions. • Delivered using Intensive interaction, Musical interaction, • Use of communication aids (high-tech and low tech), the use of cues, sensory stories.
My Cognition	<ul style="list-style-type: none"> • Developing and increasing attention to a range of experiences and activities. • Developing participation and active engagement in activities • Development of purposeful responses to stimuli, understanding cause and effect., demonstrating basic problem solving and reasoning.
My Physical Development	<ul style="list-style-type: none"> • Developing fine and gross motor skills through a range of activities and experiences including dance, movement, IT Switch skills massage, cookery, art, sensory diets. • Maintenance and development of physical skills and well-being through physiotherapy and appropriate use of postural equipment • Engaging and participating in a range of sensory experiences and activities.
My Independence	<ul style="list-style-type: none"> • The development of self-care and functional skills including toileting, eating, dressing, hygiene routines, and shopping. • The development and participation in care routines, making choices, taking control, developing student's independence.

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Pathway 2- Semi-Formal	
My Communication And Literacy	<ul style="list-style-type: none"> • Developing early communication skills, speech and language therapy targets, eating and drinking programmes, early choice making, using objects of reference, photos, symbols, using technology and communication aids. • Learning to use PECs, Makaton, developing social communication and conversation skills
My Thinking, Problem solving and Numeracy	<ul style="list-style-type: none"> • Working towards developing skills which are central to independence which include identifying a problem, finding appropriate solutions, remembering the sequences of events in routine activities, beginning to remember successes and re-use strategies, planning solutions for problems and beginning to use early numeracy skills in practical situations.
My Personal Development	<ul style="list-style-type: none"> • Life skills including staying safe, responding to noise, accessing transport and different locations in the community. • Responding to peers, new people and engaging in new environments. • Making choices. • Road safety and danger signs. • Knowing my way around my immediate environment. • Accessing community locations and venues. • Using public and private transport. • Using senses and exploratory play. • Developing the social elements of play, supporting imaginative and spontaneous playful behaviour. • Encouraging and supporting a purposeful and enjoyable way to fill leisure time with a view to increasing independence. • Sharing activities and responding to name. • Developing likes and dislikes. • British values. • Experiencing own and others cultures.
My Physical Well-being	<ul style="list-style-type: none"> • Toilet and hygiene routines, physical skills including physiotherapy and hydrotherapy. • Developing new movements, exploring and tasting foods. • Using and extending movements, playing some games, gymnastics and PE skills. • Making choices about leisure activities, recognising own and others emotions and developing coping strategies for self-regulation.
The World Around Me	<ul style="list-style-type: none"> • Showing an awareness of sensory stimuli, experience changes, learn different methods of exploration and show preferences. • Explore multi-cultural societies and the natural world.
Technology	<ul style="list-style-type: none"> • Developing cause and effect • e-safety

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Pathway 3 - Formal	
English	<ul style="list-style-type: none"> • Reading • Writing • Speaking and Listening <p><i>Taught discretely to build core skills but then generalised, embedded and applied in greater depth as appropriate through all other curriculum areas, thematic learning and through informal learning opportunities throughout the day.</i></p>
Maths	<ul style="list-style-type: none"> • Number • Measurement • Geometry • Statistics • Ratio and proportion <p><i>Taught discretely to build core skills but then generalised, embedded and applied in greater depth as appropriate through all other curriculum areas, thematic learning and through informal learning opportunities throughout the day.</i></p>
Science	<ul style="list-style-type: none"> • Explicit lessons taught as part of a topic where applicable.
History, Geography, Music, Art, DT, Computing	<ul style="list-style-type: none"> • Taught through thematic topics
RE	<ul style="list-style-type: none"> • Explicit lessons taught as part of a topic where applicable.
PSHE	<ul style="list-style-type: none"> • Explicit and cross-curricular lessons and teaching • Developing skills of co-operative play where skills and values are developed such as negotiating, sharing, respecting views etc.
PE	<ul style="list-style-type: none"> • Games • Gymnastic • Dance • Gross motor skills • Fine motor skills • Sensory regulation • Sensory circuits • Swimming

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Impact – How do we know if it's working?

The curriculum is monitored and evaluated to ensure that it is working, through a rigorous quality assurance process. Pupil progress is discussed as Pupil progress class discussion/moderation sessions. This information is viewed alongside learning walks, work trawls, assessments, multi-agency report, external scrutiny (ROSE Reviews) and pupil and parent/carer voice.

We use a 'basket of indicators' to capture the full picture of pupil progress. The range of measures and assessments include:

- Education, Health and Care Plan Outcome Review
- The Engagement Model
- Personalised IEP Targets
- TRACK Progress Data/RAG Sheets
- A2E Small Steps Full Scale Sheets (ongoing assessment for learning which identifies when pupils are reading to move on to their next steps in learning)
- Behaviour data
- Therapy Targets
- Phonics Tests (RWI)
- PIRA tests
- Salford Reading Tests
- PUMA tests

In order to validate our assessments, teachers take part in cross school moderation and work scrutiny and samples of work are also moderated across the Trust.