

The Bridge School



CURRICULUM AND ASSESSMENT STATEMENT 2024-25

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

Intent:

We aim to provide a curriculum that is ambitious and personalised and has been designed to meet the needs of all pupils. Although based on the National Curriculum, it has been carefully adapted,

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keeping the pupils and their personal learning goals at the centre of all teaching and learning. Pupils' Education, Health and Care Plan (EHCP) targets, as well as their Individual Education Plan (IEP) targets are woven into all aspects of the curriculum, whilst maximising opportunities for pupils to develop their speech, language and communication skill, their personal and social development, and ultimately their independence.

We aim to engage and include all our pupils in a curriculum that is stimulating and exciting, where they can learn and achieve through play and sensory-based experiences. The curriculum has been carefully sequenced to ensure it builds upon pupils' prior learning, where they know more, remember more and do more, and have the confidence to apply their learning in all aspects of their life.

Implementation:

To help ensure we are able to meet each child's holistic needs our curriculum is arranged into three different pathways, which are:

Pre-formal Pathway

Semi-formal Pathway

Formal Pathway

We have considered the profile of the pupils in each pathway in terms of their communication, play and engagement levels, as well as the cognition levels they may be working at within each pathway. We then carefully considered the approach needed to meet the collective needs of the pupils in each pathway. Pupils are grouped in classes on a range of factors, including needs, abilities and friendships, and each class has pupils that are working within more than one pathway. To ensure we meet the needs of all our pupils, teachers carefully assess pupils' abilities and identify their next steps.

To strongly believe that prioritising Communication, Personal, Social & Emotional Development (PSED), and pupils Physical Development (PD), we can support them to become as independent as they can be for their transition into secondary school. We work collegiately with a range of key professionals including Speech & Language Therapists, Occupational Therapists, Physiotherapists, the Special School Nursing team and a Behaviour Consultant. Classes are timetabled for sessions in our Sensory Rooms and pupils either have access to the hydrotherapy pool or the local swimming baths. We have large grounds where opportunities to learn outside the classroom are maximised. Pupils also take part in regular off-site visits. This helps to support learning across the curriculum and to give pupils the opportunity to develop and generalise their prior learning in different environments.

All pupils have an EHCP which is reviewed annually, and where new short-term (12 monthly) targets are agreed and set. Pupils also have IEP (Individual Education Plan) targets which their

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short-term targets broken down further and reviewed termly. All targets are shared with parents/carers and we work closely with our families to ensure pupil progress is maximised.

Pathway 1	Pathway 2	Pathway 3
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EYFS	<p>A flexible play-based and sensory 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: (double check with Kalie)</p> <p>Prime areas important for learning and forming relationships.</p> <ul style="list-style-type: none"> • Personal Social and Emotional Development • Communication and Language • Physical Development <p>Specific areas, which help strengthen and develop the three prime areas, and ignite children’s curiosity and enthusiasm</p> <ul style="list-style-type: none"> • Literacy • Mathematics • Understanding of the World • Expressive Arts and Design 		
	Pathway 1 (Band 1-4)	Pathway 2 (Band 5-8)	Pathway 3 (Band 9+)

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Stage 1</p>	<p>This curriculum pathway recognises that children and young people with profound and additional learning needs or severe learning needs (including PMLD/Complex ASC) have unique abilities and ways of learning. Our Curriculum for these pupils 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 has an overall topic theme which is used as delivery theme/ stimulus to hang personalised learning activities on.</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><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>
	<p>Pathway 1 (Band 1-4)</p>	<p>Pathway 2 (Band 5-8)</p>	<p>Pathway 3 (Band 9+)</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Stage 2</p>	<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. 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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Curriculum Areas

Pathway 1- Pre-Formal	
<p>My Communication</p>	<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.

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	<ul style="list-style-type: none"> 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.

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. For our semi-formal learners we follow the sequence of learning suggested by White Rose Maths, and adapt the practical ideas and suggestions to suit the needs of the pupils.

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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. <p>For our semi-formal learners we follow the sequence of learning and units set out by the Jigsaw PSHE scheme, and adapt the practical ideas and suggestions to suit the needs of the pupils.</p>
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
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

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	<ul style="list-style-type: none"> • Shape • Pattern • Measure • Mass/capacity • Position <p>For our formal learners we follow the sequence of learning suggested by White Rose Maths, and adapt the practical ideas and suggestions to suit the needs of the pupils.</p> <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. <p>For our formal learners we follow the sequence of learning and units set out by the Jigsaw PSHE scheme, and adapt the practical ideas and suggestions to suit the needs of the pupils.</p>
PE	<ul style="list-style-type: none"> • Games • Gymnastic • Dance • Gross motor skills • Fine motor skills • Sensory regulation • Sensory circuits • Swimming

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 meetings. This information is viewed alongside learning walks, work trawls, assessments, multi-agency reports, and pupil and parent/carer voice.

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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
- EfL Attainment and Progress Data
- EfL Assessment Books (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.