

The Bridge School



CURRICULUM STATEMENT

Reviewed By:	Next Review Date:
Sally Rowley (Curriculum Lead) – July 2025	July 2026

Please read this policy in conjunction with:

- Curriculum aims/principles document
- Intent, implementation, impact statements
- Pathway profiling/provision document
- Reading policy
- PSHE policy
- RHE policy
- EYFS policy
- Marking policy

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)

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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, 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 a thematic curriculum, built around 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:

Explorers Pathway (pre-formal learners)

Adventurers Pathway (semi-formal learners)

Discoverers Pathway (formal learners)

We have carefully considered the profiles of pupils within each pathway, taking into account their communication styles, levels of play and engagement, and the curriculum banding they are currently working within. Class groupings are thoughtfully arranged based on a range of factors, including individual needs, abilities, and social relationships. As a result, each class includes pupils who are working across more than one pathway. To ensure all learners are supported effectively, teachers carry out detailed assessments to understand each pupil's current level, their unique learning styles and their next steps in order to make progress.

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Our curriculum has been designed around the following key principles:

1. *Play-Based Learning*

- Through structured and free play, children explore, experiment, and make sense of the world around them.
- Play fosters creativity, problem-solving, and social interaction.

2. *Multi-Sensory Experiences*

- Our children will explore and understand the world through multi-sensory activities to support their learning and development.
- Activities are designed to be kinaesthetic and immersive, helping children to form meaningful connections with their learning.

3. *Child-Centred Approach*

- We continually reflect upon and adapt our curriculum to celebrate and support each child's unique interests and abilities.
- Learning is personalised and is built around the children's EHCP and IEP targets.

4. *Communication*

- Our approach to communication is inclusive and multi-modal, ensuring all children are supported in developing their skills to become confident communicators.
- Our offer is enhanced through support from our Speech & Language Therapist and dedicated Communication Lead.

5. *Independence*

- Children are encouraged to make choices using their preferred method of communication, take initiative, and supported to develop their self-help skills.
- Learning beyond the classroom, through community visits, encourages independence and practical life skills.



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- Pupils are empowered to develop greater independence and physical confidence by embedding purposeful movement and positioning opportunities into daily routines.

We work closely with a multidisciplinary team of professionals, such as Speech & Language Therapists, Occupational Therapists and a Behaviour Consultant who collegiately play a vital role in helping to keep all pupils safe. Classes are timetabled for sessions in the Sensory Rooms and our hydrotherapy pool, and pupils have regular opportunities to access learning outside of school, including the local swimming baths, Kingsbury Water Park and the local food store. This helps to support learning across the curriculum and give pupils the opportunity to develop and generalise their learning in different environments.

All pupils have an Education, Health and Care Plan (EHCP), which is reviewed annually to agree and set new short-term (12-month) outcomes. These are further broken down into Individual Education Plan (IEP) targets, which are reviewed and updated on a termly basis to ensure they remain relevant and achievable. All targets are shared with parents and carers, and we maintain strong partnerships with families to support and maximise each pupil's progress.

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	Intent	Implementation	Impact
Explorers (Pre-Formal learners)	<p>We endeavour to provide a fully personalised curriculum to meet the needs of all pupils.</p> <p>Promote Engagement We aim to foster curiosity and sustained attention through play-based and multi-sensory approaches, that are tailored to each child's interests and responses.</p> <p>Staff use the Engagement Model and a motivator tracking tool to monitor children's interests and levels of engagement, helping to shape future learning experiences.</p> <p>Develop Communication We support every child to express themselves and connect with others using their preferred communication methods, including body language, eye gaze, vocalisations, AAC, and objects of reference.</p>	<p>The curriculum is delivered through a thematic-based approach, which is personalised through pupils' learning targets set out in their EHCP and IEP. Our children are supported by a highly skilled multi-disciplinary team that works collaboratively.</p> <p>Education My Communication My Independence My Physical Well-Being My Cognition</p> <p>Health Physiotherapy programmes SALT programmes OT programmes Behaviour Plans Manual handling plans Safer meal time plans</p> <p>Care Family support worker Social worker</p>	<p>By the end of KS2 pupils will:</p> <ul style="list-style-type: none"> -Show consistent responses to familiar adults, routines, and sensory stimuli. -Demonstrate preferences and make simple choices using their preferred communication method (e.g., eye gaze, gestures, AAC). -Participate in shared attention activities for increasing periods. -Engage in cause-and-effect play and sensory exploration with support. -Begin to anticipate familiar routines and transitions. -Show emerging self-awareness and begin to tolerate or participate in personal care routines with support

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	<p>Encourage Independence We build the foundations of independence by encouraging choice-making, participation in routines, and tolerance of new experiences, always at a pace that respects the child's needs.</p> <p>Independence is also promoted by embedding structured movement and positioning routines into the daily curriculum offer.</p>	<p>Short breaks/respite services Complex carers/nurses</p>	<p>-Improved tolerance of postural routines.</p>
<p>Adventurers (Semi-Formal learners)</p>	<p>We endeavour to provide a fully personalised curriculum to meet the needs of all pupils.</p> <p>Promote Engagement We aim to provide play-based and multi-sensory based learning experiences that are relevant to each child's interests and developmental stage. Activities are designed to be purposeful and enjoyable, encouraging curiosity and active participation.</p> <p>Develop Communication</p>	<p>The curriculum is delivered through a thematic-based approach, which is personalised through pupils' learning targets set out in their EHCP and IEP. Our children are supported through a highly skilled multi-disciplinary team that works collaboratively.</p> <p>Education My Communication & Literacy My Thinking, Problem Solving & Numeracy My Personal Development My Physical Well-Being</p>	<p>By the end of KS2 pupils will:</p> <p>-Communicate needs, choices, and feelings using a combination of verbal, visual, or AAC methods.</p> <p>-Engage in structured group activities with support, showing turn-taking and basic social interaction.</p> <p>-Demonstrate understanding of early literacy and numeracy concepts (e.g., recognizing</p>

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	<p>We support every child to express themselves and communicate with others using a range of communication methods, including speech, signs, symbols, and AAC.</p> <p>Encourage Independence We nurture independence through structured routines, choice-making, and real-life learning opportunities. Pupils are supported to develop self-help skills and take increasing responsibility for their own learning and well-being.</p> <p>Independence is also promoted by embedding structured movement and positioning routines into the daily curriculum offer.</p>	<p>The World around Me Technology</p> <p>Health Physiotherapy programmes SALT programmes OT programmes Behaviour Plans Manual handling plans Safer meal time plans</p> <p>Care Family support worker Social worker Short breaks/respite services Complex carers/nurses</p>	<p>symbols, counting objects, matching letters).</p> <p>-Participate in daily routines with increasing independence (e.g., dressing, eating, toileting).</p> <p>-Begin to apply functional skills in real-life contexts (e.g., using money in role play, following simple instructions in the community).</p> <p>-Show increased emotional regulation and awareness of others.</p> <p>-Increased tolerance and participation in postural routines.</p> <p>-Greater independence in terms of initiating movement and transitioning between positions with less support.</p>
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<p>Discoverers (Formal learners)</p>	<p>We endeavour to provide a curriculum that provides subject-specific learning, enabling pupils to acquire both substantive and procedural knowledge, but is also tailored to their individual interests and abilities.</p> <p>Promote Engagement We aim to deliver stimulating, purposeful lessons that spark curiosity and encourage active participation, through a play and multi-sensory based approach.</p> <p>Develop Communication We support pupils to become confident communicators, using spoken language, writing, or alternative methods as appropriate.</p> <p>Encourage Independence Pupils are supported to take ownership of their learning, make informed choices, and manage daily routines with increasing autonomy.</p>	<p>The curriculum is delivered through a thematic-based approach, with some subject-specific learning which is personalised through pupils' learning targets set out in their EHCP and IEP. Our children are supported through a highly skilled multi-disciplinary team that works collaboratively.</p> <p>Education Maths, English, Science, History, Geography, Art, DT, Music, Computing, RE, PSHE, PE (taught thematically)</p> <p>Health Physiotherapy programmes SALT programmes OT programmes Behaviour Plans Manual handling plans Safer meal time plans</p>	<p>By the end of KS2 pupils will:</p> <ul style="list-style-type: none"> -Communicate clearly and appropriately in a range of contexts, using spoken language, writing, and/or AAC. -Access a broad and balanced curriculum, making progress in core subjects (English, Maths, Science) at a level appropriate to their ability. -Work independently on structured tasks and begin to self-manage transitions and routines. -Demonstrate problem-solving and reasoning skills in familiar contexts. -Apply literacy and numeracy skills functionally (e.g., reading signs, writing lists, using money). -Show confidence in social settings, forming positive
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	Independence is also promoted by embedding structured movement and positioning routines into the daily curriculum offer.	Care Family support worker Social worker Short breaks/respite services Complex carers/nurses	relationships and understanding basic social rules. -Increased tolerance and participation in postural routines. -Enhanced self-awareness and regulation, as pupils begin to recognise the benefits of movement and positioning for their own comfort and focus.
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Curriculum monitoring and evaluation

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, triangulated book looks, assessments, multi-agency reports, 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.

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Curriculum areas

Explorers Pathway – 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.

Adventurers Pathway – 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 • Phonics and pre-phonics
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.
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.

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	<ul style="list-style-type: none"> • 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 Wellbeing	<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

Discoverers Pathway – formal	
English	<ul style="list-style-type: none"> • Reading and phonics • Writing • Speaking and Listening <p>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.</p>

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Maths	<ul style="list-style-type: none"> • Number • 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. 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.</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. • Themed days or weeks throughout the year to celebrate festivals of many faiths
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