



**THE
BRIDGE
SCHOOL**

Intent Implementation Impact Statement for our 3 Pathways.

Explorers (Pre-Formal learners)

Intent	Implementation	Impact
We endeavour to provide a fully personalised curriculum to meet the needs of all pupils.	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.	By the end of KS2 pupils will: <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.
Promote Engagement <ul style="list-style-type: none"> • 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. • 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. 	Education <ul style="list-style-type: none"> • My Communication • My Independence • My Physical Well-Being • My Cognition 	
Develop Communication <ul style="list-style-type: none"> • 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. 	Health <ul style="list-style-type: none"> • Physiotherapy programmes • SALT programmes • OT programmes • Behaviour Plans • Manual handling plans • Safer meal time plans 	
Encourage Independence <ul style="list-style-type: none"> • 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. • Independence is also promoted by embedding structured movement and positioning routines into the daily curriculum offer. 	Care <ul style="list-style-type: none"> • Family support worker • Social worker • Short breaks/respite services • Complex carers/nurses 	

Adventurers (Semi-Formal learners)

Intent	Implementation	Impact
We endeavour to provide a fully personalised curriculum to meet the needs of all pupils.	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 skills multi-disciplinary team that works collaboratively.	By the end of KS2 pupils will: <ul style="list-style-type: none"> Communicate needs, choices, and feelings using a combination of verbal, visual, or AAC methods. Engage in structured group activities with support, showing turn-taking and basic social interaction. Demonstrate understanding of early literacy and numeracy concepts (e.g., recognizing symbols, counting objects, matching letters). Participate in daily routines with increasing independence (e.g., dressing, eating, toileting). Begin to apply functional skills in real-life contexts (e.g., using money in role play, following simple instructions in the community). Show increased emotional regulation and awareness of others. Increased tolerance and participation in postural routines. Greater independence in terms of initiating movement and transitioning between positions with less support.
Promote Engagement <ul style="list-style-type: none"> 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. 	Education <ul style="list-style-type: none"> My Communication & Literacy My Thinking, Problem Solving & Numeracy My Personal Development My Physical Well-Being The World around Me Technology 	
Develop Communication <ul style="list-style-type: none"> We support every child to express themselves and communicate with others using a range of communication methods, including speech, signs, symbols, and AAC. 	Health <ul style="list-style-type: none"> Physiotherapy programmes SALT programmes OT programmes Behaviour Plans Manual handling plans Safer meal time plans 	
Encourage Independence <ul style="list-style-type: none"> 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. Independence is also promoted by embedding structured movement and positioning routines into the daily curriculum offer. 	Care <ul style="list-style-type: none"> Family support worker Social worker Short breaks/respite services Complex carers/nurses 	

Discoverers (Formal learners)

Intent	Implementation	Impact
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.	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.	By the end of KS2 pupils will: <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 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.
Promote Engagement <ul style="list-style-type: none"> We aim to deliver stimulating, purposeful lessons that spark curiosity and encourage active participation, through a play and multi-sensory based approach. 	Education <ul style="list-style-type: none"> Maths, English, Science, History, Geography, Art, DT, Music, Computing, RE, PSHE, PE 	
Develop Communication <ul style="list-style-type: none"> We support pupils to become confident communicators, using spoken language, writing, or alternative methods as appropriate. 	Health <ul style="list-style-type: none"> Physiotherapy programmes SALT programmes OT programmes Behaviour Plans Manual handling plans Safer meal time plans 	
Encourage Independence <ul style="list-style-type: none"> Pupils are supported to take ownership of their learning, make informed choices, and manage daily routines with increasing autonomy. Independence is also promoted by embedding structured movement and positioning routines into the daily curriculum offer. 	Care <ul style="list-style-type: none"> Family support worker Social worker Short breaks/respite services Complex carers/nurses 	