

1. Introduction

The Bridge School is a school for pupils with SLD, PMLs and Autism, The Bridge Integrated Learning Space is a Free School for pupils with Severe learning difficulties and Autism. Most of our pupils have language delay and some pupils are non-verbal communicators. Pupils are taught in small groups and many pupils require individual teaching. The school are a multi-disciplinary environment and offers a holistic approach to pupils' education, with therapists an integral part of this process. Its strengths are demonstrated in the positive relationships between staff, pupils, parents and other agencies and in the appropriate curriculum it offers.

The Curriculum reinforces the notion of a continuum of individual need, the framework of which is flexible enough to ensure pupil's progress at a pace commensurate with their cognitive, emotional and physical development at all times. It also promotes pupils' spiritual, moral and cultural development and prepares them for the opportunities, responsibilities and experiences of adult life.

Differentiation is planned and documented in lesson plans and individual pupil plans, thus allowing for individual learning styles and progress. The school uses a wide range of approaches and resources to ensure each experience and/or lesson stimulates and sustains interest. Pupils will have opportunities to acquire basic skills in a variety of contexts throughout the school day and to build upon and develop these. They are encouraged where possible, to become independent learners, who will leave school more confident members of society.

2. We aim

1. To provide a broad and balanced curriculum
2. To provide a safe, caring and stimulating learning environment, with a variety of educational experiences, that increases the range of pupils' educational achievements
3. To develop essential life and independence skills, enabling all pupils to make choices and decisions according to their individual stages of development
4. To accredit learning through nationally recognised schemes & qualifications.
5. To offer the optimum balance between Individual Education Plans and breadth of curriculum
6. To promote equal opportunities and provide access, where appropriate, to all areas of the curriculum and systems of supported advocacy
7. To ensure consistent educational progression across phases and transition from school to adult life
8. To include, where appropriate, pupils into mainstream education
9. To recognise and celebrate pupils' progress and achievements

Curriculum Procedures:

The rationale for the curriculum offer at The Bridge is set out in detail on the school website. The school's curriculum reflects the policies and priorities agreed by the staff, governors, parents, and other professionals at the school.

- All therapies are considered an integral part of pupils' education. Staff and therapists work together to provide a holistic approach to encourage independence, opportunities for greater access to the curriculum, and pupils' general wellbeing.
- Creative arts are delivered by specialist staff whenever possible throughout the school
- Opportunities to learn in the local community are sought.

The school has chosen to make additional curricular provision for –

- Developing pupils' communication skills through Alternative and Augmentative Systems including Makaton, PECS, and switches

- Making mealtimes an opportunity to deliver social language programmes and independence skills
- Use of Sensory rooms, for all ages
- Proprioceptive massage
- Intensive and Sensory Interaction, Communication and Tac Pac
- Exploratory, Messy and Heuristic play
- Swimming at all key stages
- Arts Projects with external groups and artists and performances
- Educational visits and residential school journeys

All class teachers have a responsibility to:

- Liaise with their Assistant Headteacher/Senior Teacher to produce appropriate programmes of work that take into account the wide range of abilities and needs of pupils.
- Prepare differentiated lesson plans and materials.
- Ensure Special Needs Professionals understand the contents of a programme of work/lesson plan and assist with planning, as appropriate
- Use Special Needs Professionals to assist and supervise when the teacher is engaged in one-to-one teaching or group teaching.
- Give Special Needs Professionals clear guidance about the objectives of an activity, how to approach it and what the outcome should be.
- Make classroom resources accessible so that pupils can collect their own materials, where appropriate.
- Be flexible, changing approach if pupils seem confused or uninterested.
- Provide a stimulating/calm environment, as appropriate
- Have high expectations.
- Critically evaluate the curriculum on a regular basis.

1. Curriculum Planning – providing a range of educational experiences, developing life skills, and accrediting learning, for all pupils

The curriculum provides a framework for what is taught. At The Bridge we have a range of robust curricular that have been developed to address needs, both educationally and socially across the year groups.

3. The Curriculum and Individual Plans:

Broad targets are identified through the assessment process and through discussion with parents and other professionals at the pupil's Annual Review/ Person Centred Planning meeting. These targets are each broken down into smaller steps that cumulatively work towards achievement of the broader target. Targets are set for areas of work that are not covered by lesson planning such as social and communication skills, independence and behaviour as well as situation specific programmes such as meal times. Collecting evidence of progress is an on-going activity. Parents receive a parent report once a term reporting on their child's progress and detailing the next steps for their learning.

4. Equal Opportunities:

Nationally a number of factors have been identified that affect consistent underachievement at school and in various curriculum areas. These have been specifically (but not exclusively) identified as gender, disability, race and class. It is recognised that underachievement can be attributed to pre-conceived expectations and attitudes of teachers/support staff, as well as to teaching styles and to the content of the curriculum. When planning the curriculum, content is drawn from human and material resources both in school and from the wider community and every effort is made to give equal representation to pupils own and others cultures. The Bridge has a large number of pupils for whom English is not their first

language. We are committed to raising our awareness of equality of opportunity and inequality by examining factors that might inhibit pupils' achievement. Appropriate provision is made for pupils who need to use –

- A means of communication other than speech, including computers, technological
- aids, signing, symbols etc;
- technological aids in practical and written work;
- aids or adapted equipment to allow access to particular activities within and beyond school.

We recognise that –

- teachers and support staff need to monitor that pupils are treated equally in class and that they receive an equal share of attention.
- the content of science, mathematics and technology should be monitored to ensure their accessibility to girls.
- books and other resources need to be monitored for race, disability and gender bias.
- teachers and support staff must have the highest expectations of pupils.
- community languages must be reflected throughout the school in notices, displays and labels.
- disability is projected positively throughout the school and displays reflect the full range of pupils' abilities.
- All staff should have a clear understanding of what it means to be living in a bilingual environment and how to plan lessons and promote high achievement of such pupils.

7.0 Assessment – recognising progress and achievement:

We aim to track pupils' progress through a rigorous system of formative and summative assessment. This is reported to parents on a termly basis through the parent report.

We have an ongoing commitment to review -

- our attitudes, expectations and ways of working in the classroom.
- the appropriateness of the curriculum
- the content of our curriculum for gender, race and disability bias.
- the provision of learning materials and resources to ensure a diversity of gender roles and cultural backgrounds, and positive images of disabled people.

We strive to provide evidence based practice in our approaches and the school has an ongoing commitment to research and development. Please also refer to

- Curriculum Overview Document

Policy Owner and Contact Details

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Next Review Date: 24.11.2017