



Curriculum Policy – Key Stage One and above.

Ratifying Committee	Curriculum & Standards Committee
Date	June 2026
Review	Annually

Intent

At all key stages, the intent of the curriculum is to provide a motivating and engaging context in which pupils can achieve and make progress based on their assessed levels and next steps. For each pupil, the curriculum will be delivered in a personalised way which supports their holistic needs.

The school has mapped out the intended progression of the fundamental skills and knowledge for pupils working below pre-key stage standards and that are pre-subject specific. The school has also outlined the progression of early foundational skills and knowledge for each subject, working towards the National Curriculum programmes of study, and where relevant, the pre-key stage standards. Within subject specific bands, we have incorporated an evidence-based progression of key concepts alongside targeted vocabulary. The bespoke, sequenced, small-step descriptors within the early development/subject specific bands provide a broad and balanced intended sequence of learning for pupils.

For each pupil their identified next steps will be based on their assessed skills and knowledge rather than for their age or year group. Due to the needs of the pupils at the school, some may not make linear progression through the bands and present with an uneven profile. In line with these needs, descriptors may need to be broken down further and tailored to meet the needs of the individual.

The bespoke skills and knowledge progression are available within our progression booklet. Pupil progress throughout the descriptors/bands is recorded directly on our online assessment system. The descriptors are designed in line with statutory requirements, and are reviewed annually, and on an on-going basis linked to developments in research to ensure our practice remains evidence based.

The following form the foundation of all delivery:

- engagement and enjoyment
- communication and understanding
- personal and social development including increasing awareness of self, their own emotions, and relationships with others.
- independence including life-skills.

For all pupils, a successful transition is a priority into, within and out of the setting. Our overall aim is that pupils engage, achieve, and make the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.

Implementation

Carefully sequenced skills and knowledge for each curriculum area

Each area of the curriculum has knowledge and skills that have been carefully mapped out. The progression moves from early development that underpins all subjects (ED), through early subject specific skills and knowledge (school defines as subject specific (SS)), leading towards the National Curriculum programmes of study. Where appropriate, subject specific descriptors include the Pre-Key Stage Standards. Across all subjects, the knowledge and skills provide aspirational next steps for pupils to work on, relative to their starting point.



The Bridge Knowledge and Skills Progression		National Curriculum Attainment Targets
Early Development (ED)	Subject Specific (SS)	
Bands 1-4	Bands 5-9+	
	Pre-Key Stage Standards	

The skills and knowledge progression is based on available research and advice from relevant professionals. Due to the needs of individual pupils, the method of implementation may differ as pupils may not progress through the bands linearly. We remain flexible in our delivery and acknowledge that pupils may require more personalised routes to make progress in their education.

High quality teaching

The Bridge School provides high quality teaching underpinned by training and shared colleague support. Teachers carefully assess the ability of each pupil. Teachers work with parents/carers and any linked professionals to target the next key steps in priority areas that include communication/understanding, personal and social development, and key skills. These are agreed through 12-month outcomes set as part of the EHCP process and are reviewed every 6 months with parents/carers. Teachers also plan pupil's next steps in all curriculum areas. Teaching is informed by the sequenced knowledge and skills in all areas.

Personalised strategies to engage pupils in learning and to support their well-being

Teachers identify the strategies that individual pupils need to access the curriculum to achieve and make progress, relative to their starting point. Strategies may include Intensive Interaction, structured visual support, PECS, work/reward/ multi-sensory delivery, repetition etc. Teachers use a range of strategies to support pupils to learn and retain information. In partnership with parents/carers, elements of a therapy programmes may be integrated into the school day to support pupil's educational access, as recommended by NHS Health professionals.

Exciting and enriching planned context for skills and knowledge

Each key stage has a subject curriculum overview that outlines the units of work to be delivered. Each key stage has a rolling programme of units that link to the length of the key stage. For classes where pupils are working at an early development level (NSS), teachers select relevant units and

can reduce the number of units as necessary, to provide a meaningful context for the cross-curricular skills and knowledge - see rolling programme on the school website.

The rolling programme allows pupils to be placed in mixed year group classes in each key stage. Therefore, pupils can be grouped in classes based on a range of factors e.g. pupil needs, abilities and friendships. Parents/carers are informed about the curriculum units being covered in termly Newsletters. The units enable key skills and knowledge to be worked on in each curriculum area within an exciting and motivating context.

Maximising cross curricular delivery and links

Our outlined progression highlights where fundamental skills and knowledge can be taught and assessed across several subjects. This enables repetition to gain the skill, embed and apply the learning in a range of contexts.

Use of everyday contexts and routines

Everyday contexts and routines are used to support pupils to gain a skill, embed their learning and apply learnt skills and knowledge in a range of contexts and subjects. Individual subject policies detail the implementation of these learning opportunities.

Time allocations

All curriculum subjects apart from RE, PE and the Phonics element of English do not have a specific time allocation set out by the DFE.

The focus at the Bridge is to ensure that pupils have:

- a broad and balanced curriculum
- that holistic needs of groups and individuals are supported
- that the priority areas of the curriculum are accessed both discretely and through cross curricular delivery

The timetables reflect key stage curriculum offer and the priority needs to each group.

Individual policies include the current allocations and delivery organisation.

Pupils working at early development level.

For pupils who are at early stages of development, they work on cross curricular skills and knowledge that underpin all subjects. The planned curriculum units provide a theme/context for multi-sensory delivery. Pupils work on cross curricular priority areas of learning, often including those set in the 12-month outcomes of the EHCP. The curriculum units enable pupils to access a wide range of creative and exciting planned activities to extend and build on known interests and motivations. The Bridge curriculum also enables repetition to sustain each pupil's achievements through overlearning. There is an intensive focus on all aspects of communication, personal outcomes and engagement throughout.

Pupils working at non-subject/subject-specific levels will both access the same themed units. This creates shared opportunities for all pupils to learn together and does not limit pupils' progress.

The units are designed to facilitate adaptive teaching to enable all pupils to access the curriculum at an individualised level. Within the NSS curriculum, there is a strong emphasis on engagement to ensure pupils develop the skills required to fully engage and reach their full potential. These engagement skills are identified as exploration, realisation, anticipation, initiation, and persistence within The Engagement Model. Where appropriate, to promote engagement, some pupils may access a reduced number of units to enable greater repetition of specific skills within familiar contexts and to enable other aspects of the curriculum to be prioritised, in line with pupil need, such as communication and therapies.

Pupils moving towards/within subject specific learning or accessing elements of subject specific learning.

Nationally, pupils who are working below subject specific learning are those pupils who are working below Pre-Key Stage Standards in English and Maths. Pupils who are assessed as working below Pre-Key Stage Standards can still make meaningful progress towards these standards or achieve aspects of them. They can develop their subject specific knowledge and skills based on their needs, interests, and motivations. Engagement, communication, and personal/social development remain an integral part of delivery within the subject-specific curriculum.

Cross curricular opportunities will be provided to acquire, practice, apply and extend their skills in a range of contexts across the curriculum. These include:

- Communication
- Literacy
- Application of number
- ICT
- Working with others
- Improving own learning and performance
- Problem solving
- Increasing independence
- Information processing, reasoning, enquiry and creative thinking and evaluation
- Physical, orientation and study skills.
- Personal and social skills including expression of emotions and personal needs.
- Leisure and recreation skills.

Cultural Capital and British Values

Linked to our intent of pupils increased participation and preparation for adulthood, the curriculum provides an enriching experiencing for pupils and wider opportunities. Some examples include:

- A range of trips, e.g. Enginuity, Apley Woods, Attingham Park
- Visitors and workshops, e.g. The Animal Man, Exotic Zoo, Drum Love, Boogiemites
- Lessons linked to the community, e.g. exploring local shops in Hadley.
- Nature walks in the school wildlife area
- Offsite Forest School (Y9+)
- Religious celebration days, e.g. Diwali, Chinese New Year.

Themed days and events.

Whole school events usually take place each year, examples include:

- Annual Arts days
- Sports events
- Citizenship events such as Red Nose day and Children in Need
- World Book Day
- Science day

Wider opportunities

We provide a range of enriching experiences for our pupils. These can vary dependent on what is available and can be secured at a given time. Some are accessed by specific year groups, key stages and across school. To allow pupils to develop confidence and sustain/embed learning, where possible, we will seek to book experiences for a block of time, e.g. over the course of a half term. Examples of wider experiences include access to sports, art, and leisure activities.

Impact

The aspiration for all pupils who attend the Bridge School is they achieve their potential in all aspects of their development. All pupils who attend the Bridge School, have severe/profound learning difficulties. Many pupils have additional needs such as autism, physical disabilities, sensory impairments, complex medical needs etc. We work in a determined way to ensure that all pupils can achieve the most they can.

The outcome of the curriculum is highly individual. All achievement and progress is celebrated. Progress for our pupils can be demonstrated by:

- Pupils making progress towards/achieving their intended outcomes set with parents/carers for 12 months within the EHCP annual meetings. These outcomes are informed by any relevant professionals working with the pupils.
- Pupils making progress towards outcomes when reviewed in 6-month review meetings with parents/carers.
- Pupils making progress/achieving in the curriculum planned by teachers. Progress and achievement in all subjects are within reports to parents in either EHCP (annual review) report or annual Curriculum report.
- Achieving external accreditation for secondary aged pupils e.g. OCR accreditation.
- Using existing skills in a wider range of contexts.
- Supported transition within, in and out of the setting.

Key Stage 1 (Specialist classes- see section below)

The curriculum has been designed to ensure that the transition to EYFS and KS1 is smooth and supportive for all pupils.

The following features have been built into the curriculum framework:

- Daily session on entry with 'Child Initiated activities' that has similar ethos to EYFS which builds on key/priority skills. These are supported by ideas for possible objectives on play cards to allow staff to be led by children at the appropriate levels during the session.
- Daily physical activity which may include one or more of the following: focussed PE unit (including Fundamental Skills of Movement), outdoor physical play, soft play, and swimming. Additionally, pupils usually attend horse-riding lessons as Year 2 pupils.
- Balance and Ride skills provided through Telford and Wrekin is usually offered to our KS1 pupils.

The remainder of the timetable is delivered under subject headings with:

- English/Maths timetabled three / four times each a week.
- Phonics in accordance with the English Policy
- Science, Art and Music are taught in weekly lessons.
- History and Geography are taught all the time through the pupils' everyday lives as they develop an understanding of time and the environment around them. In addition, History, Geography and Design Technology have units that are taught on a yearly rolling programme, one term for each subject.
- Computing and IT skills are taught through all subjects as appropriate with a range of adaptive technology.

The emphasis throughout is on learning through practical activities, allowing pupils to make choices, take risks and develop independent learning skills in preparation for transition to KS2.

Key Stage 2 (Specialist class- see section below)

The curriculum builds on the strong foundation of skills and learning developed within KS1.

Key features include:

- Daily delivery of English / Maths through subject lessons (3/4 times weekly), the Integrated Skills or Functional Skills.
- Phonics in accordance with the English Policy
- Science, Art, and Music are taught weekly.
- History and Geography are taught all the time through the pupils' everyday lives as they develop an understanding of time and the environment around them. In addition, History, Geography and Design Technology have units that are taught on a yearly rolling programme, one term for each subject.
- Taught Computing lesson.
- Increasing ethos on independence as well as extending knowledge and skills within curriculum areas.
- Daily 30–40-minute Integrated Skills lesson to work on personal key skills.

- Minimum of two hours a week of PE which has a wide range of units delivered (including Fundamental Skills of Movement) and includes a weekly swim or hydro session for all throughout the year.
- Additional physical activities for pupils' personalised curriculum such as a daily walk, a weekly extra swim, access to sensory gyms for further physical activity.
- Opportunities to work with external sports coaches or engage internal programmes.
- Continued use of units/ project days MFL has a specific policy linked to the underpinning knowledge and skills to access the subject and sensory experience days.

Secondary (Specialist class- see below)

At Key Stage 3 pupils build on work of earlier Key Stages to enhance skills, personal development and prepare for increased personal responsibility and interaction within the community.

Key features include:

- Daily delivery of English / Maths), the Integrated Skills or Functional Skills and through subject lessons.
- Phonics in accordance with the English Policy
- Science, Art, and Music are taught weekly.
- History and Geography are taught all the time through the pupils' everyday lives as they develop an understanding of time and the environment around them. In addition, History, Geography and Design Technology have units that are taught on a yearly rolling programme, one term for each subject.
- Taught Computing lesson.
- Increasing ethos on independence as well as extending knowledge and skills within curriculum areas.
- Daily 30–40-minute Integrated Skills lesson to work on personal key skills.
- Minimum of two hours a week of PE which has a wide range of units delivered (including Fundamental Skills of Movement) and includes a weekly swim or hydro session for all throughout the year.
- Additional physical activities for pupils' personalised curriculum such as a daily walk, a weekly extra swim, access to sensory gyms for further physical activity.
- Opportunities to work with external sports coaches or engage internal programmes.
- Continued use of units/ project days MFL has a specific policy linked to the underpinning knowledge and skills to access the subject and sensory experience days.
- Hobbies and Careers is taught weekly.
- Business and Enterprise sessions take place and this links to a parent market event. The work is planned within a themed project. Specialist weeks such as Enterprise and Arts Weeks are delivered across the Secondary Phase.

KS4

The key part of KS4 is to broaden the range of experiences that the pupils receive and to expand their learning opportunities. KS4 prepares pupils for a successful transition beyond school and into adulthood. This is facilitated through accessing a variety community facility

and a curriculum that has accredited modules at its core. KS4 pupils usually access outdoor learning session, forest schools, fishing, gardening, drama etc.

Key features include:

- Daily delivery of English / Maths), the Integrated Skills or Functional Skills and through subject lessons.
- Phonics in accordance with the English Policy
- Science, Art, and Music are taught weekly.
- History and Geography are taught all the time through the pupils' everyday lives as they develop an understanding of time and the environment around them. In addition, History, Geography and Design Technology have units that are taught on a yearly rolling programme, one term for each subject.
- Taught Computing lesson.
- Taught Horticulture/ Performing Arts/Food Technology lessons throughout the year (1 term per unit).
- Increasing ethos on independence as well as extending knowledge and skills within curriculum areas.
- Daily 30–40-minute Integrated Skills lesson to work on personal key skills.
- Minimum of two hours a week of PE which has a wide range of units delivered (including Fundamental Skills of Movement) and includes a weekly swim or hydro session for all throughout the year.
- Additional physical activities for pupils' personalised curriculum such as a daily walk, a weekly extra swim, access to sensory gyms for further physical activity.
- Opportunities to work with external sports coaches or engage internal programmes.
- Continued use of units/ project days MFL has a specific policy linked to the underpinning knowledge and skills to access the subject and sensory experience days.
- Hobbies and Careers is taught weekly.
- Business and Enterprise sessions take place and this links to a parent market event. The work is planned within a themed project. Specialist weeks such as Enterprise and Arts Weeks are delivered across the Secondary Phase.
- Accreditation (see below).
- Work experience (see below).

Accreditation

Key Stage 3 pupils take part in internal accreditation for Maths and Enterprise at Year 9. In Key Stage 4 some of the work that pupils undertake is externally moderated. Across the phase teaching modules are planned and delivered to ensure that all pupils can access an accredited course that is appropriate to their needs.

Work experience/Hobbies and Careers

The secondary curriculum also includes Work Related Learning, Hobbies, and Careers. The work in these areas supports pupils' choices for post school provision and within their leisure time.

Primary and Secondary Specialist Classes

The Specialist classes provide provision for pupils with profound learning difficulties who additionally have complex physical and medical needs. The curriculum is delivered through a multi-sensory approach. The Specialist Classes follow the curriculum linked to the relevant key stage following adapted units of work, ensuring that the statutory requirements of the key stage are met.

Statutory curriculum requirements are met for the small number of KS5 pupils within the classes. There is a robust transition system in place that supports any moves to an identified new setting after The Bridge School.

Links into the community are made wherever appropriate across the curriculum.

Progression within the Curriculum

For our pupils, progression is not necessarily only movement up a mechanical ladder of skills and knowledge. Lateral progression is also important.

Planning for progress for individuals or groups might focus on:

Skill Development	Where pupils are encouraged to gain new skills; to practise, maintain, combine, develop, refine, transfer, or generalise existing skills
Breadth of curricular content	In order that pupils' access to new knowledge and understanding is extended
A range of contexts for learning	In which pupils are offered a variety of activities, resources, and environments appropriate to their age, interests and prior achievements
A variety of support equipment	To enable pupils to take control of their environment; to increase mobility; to develop and practise communication skill.
A range of teaching methods	Determined by pupils' individual strengths and learning styles at different stages of development
Negotiated learning	Where pupils are encouraged to take a greater part in the learning process and in planning or measuring success.
Application of skills, knowledge and understanding in new settings	Where pupils are offered learning opportunities in specialist, mainstream and community environments.
Strategies for independence	Where pupils are helped to move away from adult support and class-based activities towards autonomy and self-advocacy in the community to prepare for life beyond school.

In practice, all the above will be linked. Our planning ensures that different forms of progression relate to and support one another, maximising the potential for learning. In addition, emphasis is placed on Thinking, Learning and Personal Skills with particular focus on these taking place within Business and Enterprise Projects as part of the secondary curriculum.

Misconceptions

To prevent the further development of any potential misconceptions, all teaching and supporting staff are to provide clear and effective modelling when any misconceptions arise during teaching and learning activities, within all areas of the curriculum. The direct teaching of misconceptions is not appropriate for our pupils, as they are best supported by regular exposure and experience of applying the correct methodologies to their work.

When engaged in learning activities, teachers and support staff should encourage pupils to access the activities as independently as possible – allowing pupils to try things out and make their own mistakes. However, staff to ensure that they are providing the correct model with the appropriate level of support to scaffold the learning where necessary (verbal prompting, visual prompting, gestural prompting, adult modelling, physical prompting or hand over hand support*).

*All staff understand that it is crucial to respect the consent of a pupil when offering hand over hand support. We define hand over hand support as gentle adult physical guidance to support accessibility and formation within writing activities. If a pupil communicates clearly that they do not want the support, the adult will explore and pursue alternative methods to support the pupil's development in that subject area.

NB This policy is set alongside the Teaching and Learning Policy, Engagement Policy, Planning Assessment and Reporting Policy (EYFS / Primary / Secondary) and subject curriculum policies.