



SCHOOL CURRICULUM

The Bridge SEN School is dedicated to providing support and care towards its students with their education needs and creating an environment that is caring, supportive, stimulating, enjoyable and challenging. We provide education for SEN young adults aged from 14-25 years old and the curriculum design allows students to develop their academic ability, their PSHE, and social skills as well as preparing them for independent living and employment. The students at The Bridge SEN School will often have very specific needs and as a result teachers will make efforts to match their teaching approaches to the learner's style and needs. The work and judgements of the teacher's will be monitored closely by the school's internal evaluation procedures to ensure the continuity of provision of quality.

Curriculum Aims:

The Bridge SEN School recognises and values the contributions of all members equally; this will be demonstrated throughout the school within all classes regardless of cohort of need/age of students. The aims of our curriculum are underpinned by reference to a set of basic principles; these principles ensure our curriculum:

- Motivates and inspires all students to learn and to be active participants in their learning
- Is an inclusive curriculum that has the scope to answer the needs of all students within the school, and which celebrates all achievement
- Helps students acquire knowledge, understanding and skills in all aspects of their education
- Defines progression in terms of skills, knowledge and understanding, as well as in terms of a range of experiences and contexts that broaden and remain age appropriate as students move through the school
- Promotes opportunities for effective inclusion
- Secures all learning is incrementally structured and prepares for next steps/stages
- Enables all students to achieve his/her fullest potential through effective personalisation and differentiation
- Is responsive to the particular (and changing) needs of individual students
- Promotes British values
- Provides effectiveness in supporting the wide range of therapeutic/medical needs/services central to students learning and quality of life
- Enables all students to build on what they already know and acknowledges students different starting points setting challenging targets
- Prepares students for a life in which they have the greatest possible degree of autonomy
- Enables students to manage their feelings and emotions in a suitable manner

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- Promotes an ethos of continual improvement
- Enable students to express preferences, communicating needs, making choices and choosing options that other people act on and respect
- Promotes/facilitates the development of students intellectual, moral, physical, social, spiritual and creative capacities (SMSC)
- Secures effective collaboration with parents/carers in agreed long term aims to support the educational and physical well-being of their child

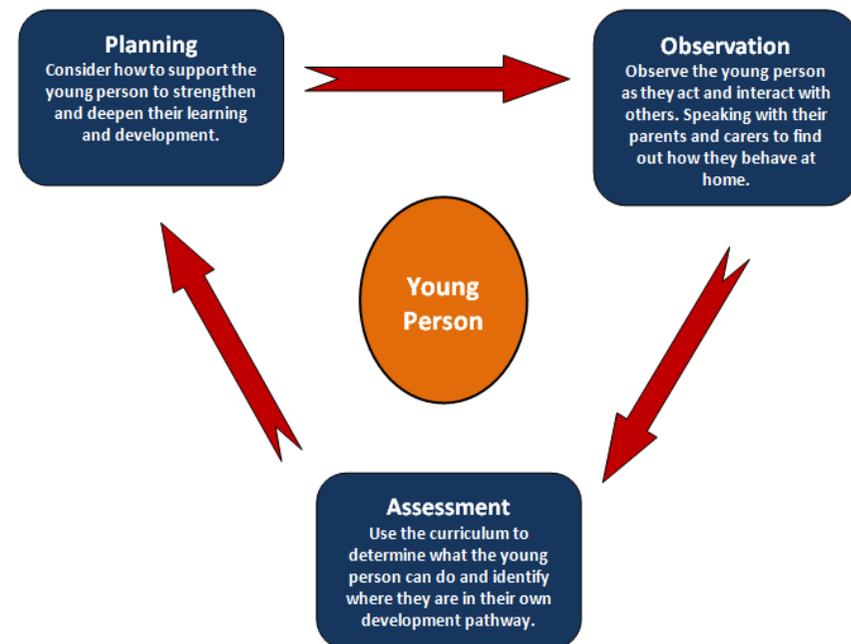
Curriculum Intent

Our Curriculum’s activities take into account our belief that positive engagement is central to the learner’s development. It nurtures not only developmental and academic abilities, but also the learner’s emotional development. The curriculum offers a stimulating, nurturing and safe environment in which the learners may develop socially, emotionally, physically and intellectually. We recognise that people learn through all their senses, through exploration, investigation, experimentation, listening and watching, as well as through play. Older learners who come to the school may have engrained habits or challenges to their learning which need to be observed and explored so that the best approach to aid their development can be planned and adopted. It is important that the learners have opportunities to interpret their environment, to learn to make choices for themselves and to grow in confidence, understanding their value within the school community.

The Curriculum will:

- Offer an environment which is creative and exciting and promotes learning.
- Encourage the learners to be aware, active and independent in their choices and their learning.
- Give learners opportunities to develop a social awareness and a sense of group membership in which they may play and develop at their own pace.
- Create a firm, but flexible environment where the learners can be aware of the rules within the classroom and the wider community.

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- Enable the learners to work and explore in a curriculum that will give them the opportunity to work towards becoming independent and academically successful
- Value and build on home and community experiences, and encourage strong, supportive partnerships between home, school and other professionals.

A Student's Journey at the Bridge SEN School



<p>The needs of a learner can greatly vary depending on their personal ability, circumstances or the nature of their particular disability.</p> <p>When learners arrive at the Bridge SEN school they are likely to have gaps in their education or functional ability. They may be unable to perform basic skills necessary to live independently and safely. Their communication skills may be lacking or they may struggle to effectively complete any academic skills such as basic literacy or numeracy. In addition, they may demonstrate a variety of challenging behaviour.</p> <p>An initial assessment of the learner helps the school determine the needs of the individual and the kind of support they require.</p>	<p>Bearing in mind the nature of the client group, adjusting to a new environment can also be a challenge. Transitioning will result in changes to routines and structures which could sometimes be challenging, time consuming and frustrating for some students. To manage these challenges and facilitate the process of transitioning in the most effective way:</p> <ul style="list-style-type: none"> • The physical environment is assessed • Routines are established • Time tables are created • Learners participate in daily activities in stages • Learners become familiar, comfortable and confident. 	<p>While attending the school, the learners will partake in a variety of activities designed to improve their academic ability as well as their functional life skills.</p> <p>Our approach focuses on the needs of the individual and maximise their independence as soon as possible. Our overall work is centred on interventions that improve the individual student's ability to function in the community.</p> <p>A learner's tenure at the Bridge SEN School may only be for a single year but may also require many years of study before the benefits are noticed. The curriculum demonstrates a range of outcomes we aim for them to achieve and personalised schemes of work linked to their EHCP are formulated for</p>	<p>When the learners are ready to leave the school we aim to have prepared them to be able to live as independently as possible and to be equipped to be able to enjoy their life in the wider community.</p> <p>They will have developed skills to:</p> <ul style="list-style-type: none"> • Communicate their needs and desires • Live as autonomously as possible • Manage their challenging behaviour • Understand and follow the rules of society • Maintain positive relationships • Find meaningful employment or engagement in a suitable field • Make decisions that affect their own life
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		each student with specific outcomes. These are reviewed yearly.	
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Characteristics of Effective Learning

How a young person engages with others and their environment underpins their learning and development across all areas of their education and how they are supported during these times can affect their motivation and the effectiveness of their learning.

At the Bridge SEN School a young person's development is divided into their autonomous living skills and academic areas, preparing them with essential skills and knowledge required to participate

Characteristics of Effective Learning
<p>Engagement</p> <p>Exploring the environment Encountering new people Experimenting</p>
<p>Motivation</p> <p>Being involved and concentrating Sense of enjoyment Seeing activities through</p>
<p>Critical Thinking</p> <p>Linking ideas and actions Making own choices Coming up with their own ideas</p>

Area of Learning and Development	Aspect
Maintaining Good Health	PSHE (personal hygiene)
	Sexual Health
	Yoga, relaxation activities and physical fitness
	Sensory exploration
Education and Learning	Literacy skills Reading/Writing/
	Numeracy and Mathematics
	Computer skills
	Creative skills (drama and artistic activities)
Friendship, Relationships and participation in the community	Communication
	PSHE (relationships and responsibilities)
	People & places and current events
	Drama and role plays
Independent Living and Housing	Money Management
	Community interaction
	Cooking & baking skills
	Self care
Preparing for and finding employment	Community interaction
	Routine and responsibilities
	Dealing with changes or unexpected situations

successfully in society. Ongoing observation and assessment is at the heart of effective support for young adults with learning difficulties.

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British Values

The Department for Education emphasise the important role that British values can play in education and reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At The Bridge SEN School British Values are promoted throughout the curriculum. These values are not unique to Britain. We acknowledge that they differ in no way from the values of the many countries and the cultural backgrounds represented by families and are integral to our own vision and values.

Democracy	The Rule of law	Individual Liberty	Mutual respect and tolerance of different faiths and beliefs
<p>Social</p> <ul style="list-style-type: none"> • Unique Child –practitioners recognise and model respect for eachchild and their family. • Personal, social and emotional development– self confidence and self awareness. <p>Ideas to demonstrate:</p> <ul style="list-style-type: none"> • How are young people involved in decision-making in the setting? ie decisions affecting choice of what to play with, eat etc and decisions that affect the setting, for example, deciding on golden rules or how an area is set up. • How do they know that their decisions count? • Think about the characteristics of effective learning and how young people are engaged, motivated and thinking critically. • How are parents involved in decision-making about the setting? 	<p>Moral</p> <p>Personal, social and emotional development – managing feelings and behaviour</p> <p>Ideas to demonstrate:</p> <ul style="list-style-type: none"> • Support young people in managing their feelings and behaviour. Provide books that show how characters help and support each other. Talk about emotions, use music that captures different moods. • Visit police or fire service • Talk about why rules are important, and consequences. • Think about how you encourage young people to resolve conflict. • Support young people’s understanding of the rules and expectations of society • Encourage environmental respect and awareness 	<p>Spiritual</p> <p>Personal, social and emotional development</p> <p>–self confidence and self awareness</p> <p>Understanding the world, people and communities</p> <p>Ideas to demonstrate:</p> <ul style="list-style-type: none"> • Consider how you support young people’s personal, social and emotional development, in particular self confidence and self awareness. • Allow young people to take risks, for example, during outdoor play and try out new ideas. • Think about the characteristics of effective learning and how young people are engaged, motivated and thinking. • How are young people encouraged and able to recognise success? • Do you allow enough time for activities to be completed and for young people to return to them? • Encourage group discussion to talk about feelings and recognise that everyone has different opinions. 	<p>Cultural</p> <p>Personal, social and emotional development – making relationships, managing feelings and behaviour</p> <p>Understanding the world, people and communities</p> <p>Ideas to demonstrate:</p> <ul style="list-style-type: none"> • Support young people’s understanding of diversity and challenge negative attitudes and stereotypes. • Role model an inclusive attitude to different faiths, cultures and beliefs. • Provide activities that encourage turn taking’ • Provide role play opportunities’ • Help young people to recognise and respect both similarities and differences. • Involve young people in the wider community. Visit places of worship. • Work in partnership with parents to share knowledge and experience. • Providing resources and activities that challenge gender, cultural and racial stereotyping.

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Literacy

Essential skills acquired and developed: Communication skills, cognitive skills, deductive skills, improved sense of self, ability to make own choices, self-regulation, managing peer relationships, managing behaviour

Duration: 1-5 years depending on learner's needs and previous knowledge

	Core Objectives	Implementation	Enabling the Learner	Outcomes
<i>Literacy Skills</i>	<ul style="list-style-type: none"> To be able to utilise writing in a meaningful way To be able to access a variety of written media for entertainment or communication To have an awareness of the possibilities of communication through writing Able to produce legible written statements for personal communication purpose To apply phonic knowledge to decode words To communicate feelings appropriately To improve fine motor skills To be able to associate a keyboard with typed text 	<ul style="list-style-type: none"> Joined in their reading by adults at an individual level. Participate in activities including noticing objects, logos and photos Looking and tracking sensory play and exploration. Play phonic games and explore sounds individually and in group situations. Match pictures, words or letters as appropriate Introduced to letters and letter sounds as well as familiar words Model small simple drawings. Letter formation modelled as appropriate Regular access to a computer keyboard to practice typing skills 	<ul style="list-style-type: none"> Constant access to a collection of books which is varied and changed with topics Listen to a story each day either on the board or a staff member reading from a book. Mark making and writing is encouraged through technology on the Ipad and the Interactive White Board. Staff member write alongside Learners and will model directions of stroke Staff all aware of Learner's abilities and targets and will know how to extend their skills. 	<ul style="list-style-type: none"> Be able to produce letters/words/sentences with purpose To demonstrate focus on narrative with or without support Able to identify different books or written material Can identify differences between pictures Access digital devices for the purpose of reading or writing Can choose between materials Expanded communication skills
<i>Reading Skills</i>	<ul style="list-style-type: none"> To be able to identify letters in the alphabet 	<ul style="list-style-type: none"> Classroom displays of alphabet 	<ul style="list-style-type: none"> Constant access to a collection of books which is 	<ul style="list-style-type: none"> To be able to recognise and/or recreate letters in the alphabet

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	<ul style="list-style-type: none"> To be able to access a variety of written media for entertainment or information To be able to follow the events narrated To be able to identify characters, objects or situations Build lexical resources Recognise blended sounds Gain familiarity with common topics 	<ul style="list-style-type: none"> Range of word-building materials utilised in regular activities Match pictures, words or letters as appropriate Joined in their reading by adults at an individual level. Accompanying materials used with reading exercises to aid comprehension Regular reading time incorporated into class time activities. 	<ul style="list-style-type: none"> varied and changed with topics Listen to a story each day either on the board or a staff member reading from a book Use of classroom smartboard for interactive activities involving letters and words Improve familiarity with classroom to aid locating materials Help learner identify preferred material to improve interest in reading and interacting with reading material 	<ul style="list-style-type: none"> Be able to associate letters/words/sentences with meaning To demonstrate focus on narrative with or without support Can make choices between materials Able to make deductions
<i>Writing skills</i>	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 recognise letter 'families' and common formation compose own name 	<ul style="list-style-type: none"> Tracing activities Hand over hand participation with learner with familiar words Model small simple drawings. Letter formation modelled as appropriate Match letters or numbers with amounts or words as appropriate 	<ul style="list-style-type: none"> Use of classroom Smartboard for interactive activities Constant access to a range of material for writing which are varied and change with topics as appropriate Create own name badge, books materials etc for learner to add their own name to and build association with the written word 	<ul style="list-style-type: none"> Able to write own name Able to produce individual letters in lower and upper case Able to produce individual digits 0-9 Able to compose meaningful sentences and phrases for different purposes To improve fine motor skills for a variety of purposes

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	<ul style="list-style-type: none">• compose meaningful sentences or phrases according to purpose• To improve fine motor skills•			
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Physical Exercise and Yoga

Essential skills acquired and developed: Physical fitness and improved health, empathy and compassion, respecting diversity greater ability to manage emotions, improve motor skills and flexibility, ability to manage personal hygiene and manage sensory exploration

Duration: Continuous development for whole duration of time at the school

	Core Objectives	Implementation	Enabling the Learner	Outcomes
	<ul style="list-style-type: none"> To develop a knowledge and understanding for maintaining a balanced, healthy lifestyle through physical activities To develop and knowledge and understanding for maintaining a balanced, healthy lifestyle through diet and nourishment To improve performance in physical activities To improve learner's awareness of their body To develop strategies for relaxation To maintain personal hygiene To improve motor skills To improve hand –eye coordination To provide opportunities for sensory exploration To develop a sense of shared cooperation To understand the concepts of fair play and turn-taking 	<ul style="list-style-type: none"> Regular yoga classes included in the school schedule Establish fitness goals Focus on games and enjoyable pastimes Embed other subjects in physical activities and vice-versa Group activities and turn taking Promote good sportsmanship Provision of sporting resources 	<ul style="list-style-type: none"> Encourage concept of an active environment Offer choice and variety for physical activities Build confidence of learners through encouragement and positive reaction to participation Encourage concept of unique learner – everyone enjoys different things 	<ul style="list-style-type: none"> acquire knowledge of health, nutrition and healthy activity able to maintain health learn autonomous activities for maintain physical health & improving muscular strength avoid harmful exertion or injury while exercising Improve flexibility & proprioception (<i>perception or awareness of the position and movement of the body.</i>) Improved self-confidence develop friendships with peers improved sense of empathy and respect improved resilience improved tolerance and ability to deal with unexpected outcomes

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	<ul style="list-style-type: none">• Enhance communication skills	<ul style="list-style-type: none">• Ensure teacher's communication is clear, unambiguous and accessible		
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People and Places

Essential skills acquired and developed: Empathy and compassion, respecting diversity, negotiation, building and maintaining healthy relationships, developing and maintaining a healthy sense of self, managing peer relationships, self-regulation, resilience, developing sense of values, questioning situations.

Duration: 1-5 years depending on learner's needs and previous awareness

	Core Objectives	Implementation	Enabling the Learner	Outcomes
	<ul style="list-style-type: none"> • Embed concepts of equality and diversity • Enhance communication skills • Gain recognition of key figures/events who affect learner's lives • Awareness of appropriate cultural behaviour • Awareness of types of discrimination • Awareness of how choices affect us • Greater awareness of the wider community • Recognition of family roles • Awareness of the concept of work • Awareness of harmful/wrongful behaviour to others (bullying/forced marriage/FGM) • Staying safe in the community • Staying safe online 	<ul style="list-style-type: none"> • Establish a routine of describing how each learner feels • Demonstrate different figures in different positions of power or employment • Provide opportunities for making choices • Role play activities • Provide access to multiple types of media • Regular supported use of Internet • Ensure classroom rules are clearly understood and followed consistently • Create environment of discussion, welcoming opinion • Assign classroom roles to learners so they understand the concept of community within the class • Ensure teacher's communication is clear, unambiguous and accessible 	<ul style="list-style-type: none"> • Encourage learners to experiment in safe environments • Regular community excursions to local facilities • Encourage group exchanges of feelings • Follow stories in the news in different media, to ensure events remain fresh and relevant • Encourage members in the home environment to reiterate the learner's awareness of figures in the news or current events • Classroom displays with familiar figures or events 	<ul style="list-style-type: none"> • Learners have some concept of important world or national figures • Learners have a concept of the country and knowledge of where they live • Learners have a better concept of self • Learners recognise the importance of rules and socially-accepted behaviour • Learners understand the importance of tolerance and respect • Learners recognise the importance of their decisions • Learners are willing and comfortable accessing the community • Learners will avoid gender stereotypes & discriminatory language and attitudes • Learners will be able to safely access the community

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				<ul style="list-style-type: none">• Improved sense of self in the local and wider community
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Numeracy & Mathematics

Essential skills acquired and developed: Empathy and compassion, respecting diversity, negotiation, building and maintaining healthy relationships, developing and maintaining a healthy sense of self, managing peer relationships, self-regulation, resilience, developing sense of values, questioning situations.

Duration: 1-5 years depending on learner's needs and previous awareness

	Core Objectives	Implementation	Enabling the Learner	Outcomes
<i>Shapes and measurements</i>	<ul style="list-style-type: none"> To recognise large and small objects Have an understanding of sequence with daily routines To notices patterns Starts to associate events with time and meaning Able to show some awareness of shapes and positions To categorise objects To order items by length, size or height Recognise money 	<ul style="list-style-type: none"> Play games involving learners positioning themselves Provide varied opportunities to explore concepts of weight, length, height and time Use songs and rhymes that include mention of size and shape 	<ul style="list-style-type: none"> Classroom organised to enable shape matching and identification Make songs and rhymes that encourage the concept of size and shape a regular feature of the classroom Show pictures that have recognisable patterns Value their contribution visibly and with classroom decorations 	<ul style="list-style-type: none"> To be able to recognise objects are of different size To be able to distinguish different shapes and or colours To follow a daily routine To have some associate of time with different events To be able to distinguish money from different objects
<i>Numeracy</i>	<ul style="list-style-type: none"> Gain a concept of things existing even when not present Recognise written numbers Recognise spoken numbers Able to select small number of objects from a group Explore concepts such a 'more' or 'a lot' Recites numbers 1-10 	<ul style="list-style-type: none"> Play games involving learners counting or recognising numbers Provide varied opportunities to explore numbers in different situations Use songs and rhymes that include mention of numbers 	<ul style="list-style-type: none"> Ensure books about numbers have meaning for the learners Make displays for the classroom that include numbers. Celebrate the learner's work Provide props to help with counting songs and activities Provide games and equipment that offer opportunities for counting 	<ul style="list-style-type: none"> Count objects to determine amount Position numbers in the correct order Match groups of objects into the right amount Traces or marks numbers 1-10 accurately Count reliably from 0-20

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	<ul style="list-style-type: none"> • Match numerical quantity with numeral 	<ul style="list-style-type: none"> • Associate daily activities with numbers 	<ul style="list-style-type: none"> • Associate counting with regular actions • Ensure the families or home environment are familiar with these activities so they can be repeated at home 	
<i>Mathematics</i>	<ul style="list-style-type: none"> • Be able to recognise money • Be able to make basic sums with different amounts of money • Gain an awareness of different symbols connected to mathematics • Have a basic ability of performing basic mathematical calculations of addition and subtraction • Have a basic ability of performing mathematical calculations of multiplication and division • Recognise that a quantity can change if something is added or removed • 	<ul style="list-style-type: none"> • Use number lines in the classroom • Use songs and rhymes that include mention of numbers esp. with adding or reducing amounts • Count in different multiples (2s, 3s, 5s, 10s etc) • Ensure teacher's communication is clear, unambiguous and accessible 	<ul style="list-style-type: none"> • Create opportunities to explore different situations involving money • Use mathematical vocabulary where possible • Provide a wide range of number resources in the classroom • Associate commonly viewed objects or body parts (exp. fingers & eyes) with numbers • Use counting as a lead in for common activities. • Provide books and resources easily available to learners 	<ul style="list-style-type: none"> • able to identify money and identify how much is required for certain activities with support • count reliably from 0-20 • identify how amounts can increase and decrease • able to perform basic mathematical sums

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PSHE

Essential skills acquired and developed: Empathy and compassion, respecting diversity, negotiation, building and maintaining healthy relationships, developing and maintaining a healthy sense of self, managing peer relationships, self-regulation, resilience, developing sense of values, questioning situations.

Duration: 1-5 years depending on learner's needs and previous awareness

	Core Objectives	Implementation	Enabling the Learner	Outcomes
<i>Health, Wellbeing & Self-awareness</i>	<ul style="list-style-type: none"> • Recognising ability • Able to recognise parts of the body • How to keep our bodies healthy • Able to make healthy choices • Maintaining personal hygiene • Managing feelings of fear, sickness and anxiety • Recognising changes that occur with age • Handling changes or loss • Asking for help • Staying safe in the community • Staying safe online • Recognise which activities are illegal or unsafe • 	<ul style="list-style-type: none"> • Activities that provide evidence of achievement • Activities that physically demonstrate parts of the body • Use growth charts • Demonstrate negative consequences of unhealthy life • Daily routines should include the maintenance of personal hygiene • Social stories that prepare them for changes to planned actions • Regular community excursions • Advice on how to remain safe when entering the community • Regular opportunities to access IT facilities with support 	<ul style="list-style-type: none"> • Provide variety of opportunities to demonstrate evidence of ability • Share activities and policies with learner's home environment to encourage the repetition of hygiene habits outside of the school environment • Provide a variety of opportunities for the learners to request aid and the means to do so • Encourage self-reflection and goal-setting • Constant access to a collection of books which show a variety of feelings and actions • 	<ul style="list-style-type: none"> • Identify ways of taking care of themselves on a daily basis • Recognising how to take care of dental health • Make healthy lifestyle choices • Recognise choices have consequences • Identify what they are good at • Able to maintain personal hygiene • Able to distinguish between children and adults • Able to ask for help • Access the community safely and responsibly • Identify illegal activities • Be resilient to changes
<i>Relationships</i>	<ul style="list-style-type: none"> • Recognising people in our lives 	<ul style="list-style-type: none"> • Use photographs of family members to identify 	<ul style="list-style-type: none"> • Constant access to a collection of books which show a variety of relationships 	<ul style="list-style-type: none"> • Identify special people in their lives • Identify feelings

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	<ul style="list-style-type: none"> • Recognising the feelings of other • Expressing our feelings • Recognising behaviour can affect other's feelings • Recognising boundaries • Cooperating with others • Appropriate and inappropriate touch • Recognising bullying is harmful • Peer pressure • Recognising who is supposed to help • Expectations of relationships / abuse 	<ul style="list-style-type: none"> • Use a range of materials demonstrating a spectrum of feelings in different circumstances • Role plays • Group activities with common goal • Incorporate activities that involve turn-taking and sharing • Use a range of materials demonstrating bullying behaviour and the consequences 	<ul style="list-style-type: none"> • Help learners recognise what is meant by vulnerable • Learners can appreciate their own personal space being respected 	<ul style="list-style-type: none"> • Distinguish kind/unkind actions • The importance of cooperation • Understand both bodies and feelings can be hurt • Understand boundaries and the difference between appropriate and inappropriate touching • How to react to being bullied
<i>Living in the Wider World</i>	<ul style="list-style-type: none"> • Recognise and follow rules • Respecting the needs and rights of others • Look after the local environment • Being part of the community • Recognise where money comes from and how to keep it safe • Similarities and differences between people • Recognisable people in the community • How to get help or support in the community 	<ul style="list-style-type: none"> • Regular community excursions • Interaction with community figures or institutions • Use of local facilities • Visits to facilities in the local community • Ensure litter is disposed of properly and all learners participate in keeping the school clean • Activities to identify important community figures • Use a range of materials demonstrating a spectrum 	<ul style="list-style-type: none"> • Share activities and policies with learner's home environment to encourage environmental awareness outside of the school • Help set goals for future work • Provide learners the choice about which facilities to choose • Suggest attending cultural events outside of school • Accommodate any religious requirements in to the daily routines 	<ul style="list-style-type: none"> • Recognise the need for rules • Identify needs of others • Recognise the consequences of not keeping the environment clean • Identify ways to care for the environment • Recognise and respect diversity • Identify a range of jobs of people in the community • Recognise money and how it is used • How money is obtained

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	<ul style="list-style-type: none"> • Establishing a routine • Appreciate diversity 	<p>of people from different cultures</p> <ul style="list-style-type: none"> • Celebration of different cultural events throughout the year 	<ul style="list-style-type: none"> • Provide a variety of opportunities to experience diverse cultural experiences 	<ul style="list-style-type: none"> •
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Science & Sexual Health (RSE)

Essential skills acquired and developed: Empathy and compassion, respecting diversity, negotiation, building and maintaining healthy relationships, developing and maintaining a healthy sense of self, managing peer relationships, self-regulation, resilience, developing sense of values, questioning situations.

The School will use the materials from Image in Action's Let's Plan It and Let's Do It for the Sexual Health lessons.

Duration: 1-5 years depending on learner's needs and previous awareness

	Core Objectives	Implementation	Enabling the Learner	Outcomes
<i>Healthy lifestyle</i>	<ul style="list-style-type: none"> To maintain personal hygiene To be able to distinguish males and females To be able to distinguish children and adults To have an understanding of the human reproduction process To comprehend the difference between public and private behaviour Manage behaviour To manage sexual urges when in public Make choices about own life To be able to make safe choices when it comes to sex and sexual behaviour Avoiding unhealthy things (may include drugs, alcohol or tobacco if learner is 	<ul style="list-style-type: none"> Personal hygiene routines are implemented into daily schedule A variety of activities demonstrating men and women at different stages of life Books and other visual media to demonstrate negative concepts of sexual behaviour in public Regular reinforcement about behaviour Provide individual strategies for managing behaviour Provide opportunities to make choices and demonstrate preferences Social stories to teach about actions and consequences 	<ul style="list-style-type: none"> Praise positive behaviour Share activities and policies with learner's home environment to awareness of maintaining this behaviour outside of school Provide a safe space for sensory exploration and time outs Provide a safe space for exploration of feelings Provide strategies for managing behaviour and involve the learner in the development of these Provide opportunities for exploring likes and preferences Provide a safe environment for the addressing of unhealthy things 	<ul style="list-style-type: none"> Able to identify males and females and the different stages of growth Understand process of human reproduction Understand issues such as sexuality, sexual health and safety Increased awareness on the sexual rights of adults with learning disabilities Understand and be able to ask for an give permission in appropriate circumstances Make decisions in appropriate circumstances Understand the importance of tolerance for different sexual preferences Able to recognise when a situation is dangerous/exploitative Be more aware of sensory needs

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	deemed able to comprehend)	<ul style="list-style-type: none"> • Ensure teacher's communication is clear, unambiguous and accessible 		
<i>Relationships</i>	<ul style="list-style-type: none"> • To learn about the value of friendship as a basis for romantic/sexual relationships • Explore the roles and responsibilities of parents, carers, and children in families • Explore the importance of stability in long-term relationships • Explore expectations of romantic relationships • Managing feelings • Distinguishing healthy and unhealthy relationship behaviour • Understanding puberty 	<ul style="list-style-type: none"> • Ensure the concept of family is regularly emphasised in the daily activities • A variety of activities demonstrating men and women in different kinds of relationships • Social stories to teach about actions and consequences • Role plays for different relationships • Ensure teacher's communication is clear, unambiguous and accessible 	<ul style="list-style-type: none"> • Encourage learners to have photos of family in school or on private devices to regularly identify them. • Constant access to a collection of books and other media which depict varied healthy relationships • Encourage learner to recognise changes in their own body and recognise the relationship between young and older self and others 	<ul style="list-style-type: none"> • Recognise differences between friendship & sexual attraction • Recognise factors that contribute to stable relationships • Recognise roles and responsibilities within families • Recognise positive and unhealthy relationships • Comprehend consequences of sexual behaviour • Recognises sources of support
<i>Staying safe</i>	<ul style="list-style-type: none"> • Personal hygiene • Explore the concept of healthy and unhealthy relationships • Different levels of intimacy & associated feelings • Peer pressure • Contraception • Support from the community 	<ul style="list-style-type: none"> • Personal hygiene routines are implemented into daily schedule • Provide opportunities to explore the nature of healthy and unhealthy relationships • Social stories to teach about actions and consequences 	<ul style="list-style-type: none"> • Limited access to a collection of books which depict unhealthy relationships (supported reading only) • Share activities and policies with learner's home environment to awareness of sexual exploration outside of the school – learner will need a safe space at home 	<ul style="list-style-type: none"> • Recognising the concept of vulnerability • Consequences of unprotected sex • Understand the purpose and practical use of contraception • Where to obtain contraception • Comprehend where and when private sexual expression is acceptable

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	<ul style="list-style-type: none"> • Public and private sexual behaviour • Recognising personal strengths and abilities 	<ul style="list-style-type: none"> • Ensure teacher's communication is clear, unambiguous and accessible • Achieved tasks and accomplishments are recognised and recorded 	<ul style="list-style-type: none"> • Distancing techniques for learners to discuss personal issues without personal disclosure • Opportunities for learners to develop and recognise their strengths 	<ul style="list-style-type: none"> • Increased awareness on the sexual rights of adults with learning disabilities • Awareness of who to consult or seek help • Feel a sense of accomplishment and pride

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Arts & Crafts			
Essential skills acquired and developed: Developing and maintaining a healthy sense of self, managing peer relationships, self-regulation, resilience; developing sense of critical engagement, self-confidence, creativity and sense of achievement.			
Duration:			
Core Objectives	Implementation	Enabling the Learner	Outcomes
<ul style="list-style-type: none"> • Improve memory & visual learning • Improve decision making • Improve confidence • Improve creativity • Develop self-expression • Improve fine motor skills • Develop hand-eye coordination • express his or her own experiences through drawing • mix and apply primary colours in his or her own creative work • experiment with form, colour and rhythm in decorative edging • Recognise creation can be a shared experience • Recognise the link between emotions and artistic expression 	<ul style="list-style-type: none"> • make simple objects and designs in paper and textiles by tearing, cutting, gluing and braiding • make simple objects from clay • build with simple geometrical basic forms • take learners to local art galleries or museums • Provide opportunities to view different artistic expressions from a variety of relevant cultures • Use overlapping in drawing and painting • Ensure teacher's communication is clear, unambiguous and accessible • Incorporate activities that involve turn-taking and sharing 	<ul style="list-style-type: none"> • Incorporate artistic activities in other subjects to allow regular practice. • Provide pliable materials for sensory exploration • Provide opportunities to create in different media • Provide books with a variety of colours • Celebrate the learner's accomplishments • Organise the classroom to ensure the celebration of learner's ability • Share activities and policies with learner's home environment to encourage the repetition of creative practices outside of the school environment • Share policies and practices with learner's home environment ensuring accurate 	<ul style="list-style-type: none"> • Able to recognise different colours • Able to recognise a range of artistic materials • Learners are able to grip pencils/pens or brushes with purpose and dexterity • Learners are able to draw within the lines of guided pictures • Able to recognise different sites of artistic importance in the community • Ability to create with purpose • Chooses colour for particular purpose • To have a greater awareness of sensory needs •

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	<ul style="list-style-type: none">• Improve analysis and evaluation skills• To explore sensory needs		<ul style="list-style-type: none">• two-way exchange of information	
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Musical Therapy Essential skills acquired and developed: Developing and maintaining a healthy sense of self, managing peer relationships, self-regulation, community interaction, resilience; developing sense of critical engagement, self-confidence, creativity, developing own tastes. Duration: 1-5 Years depending on learner’s needs and experience (advised to be ongoing during duration of time at the school)				
	Core Objectives	Implementation	Enabling the Learner	Outcomes
	<ul style="list-style-type: none"> • Maintaining an inclusive learning environment • Build positive self-concept • Develop healthy skills to calm and self-soothe • Define and practice ways to cope with and manage life stresses dealing with self, family, friends, the community • Develop skills which are internally motivated for self-control • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments with purpose and experimentation • listen with concentration and understanding to a range of music 	<ul style="list-style-type: none"> • Frequent use of music in variety of activities across the curriculum. • Group activities with turn-taking and sharing or rotation of instruments • Song lead rhymes and songs to build communication, numerical and literature skills • Encouragement to use their voices expressively • Activities are informative, engaging and both visual and tactile • Set challenges • Establish routines • Involve learners in the decision making and contributions to the school • Ensure teacher’s communication is clear, unambiguous and accessible 	<ul style="list-style-type: none"> • Ensure the classroom is set up to maximise learner’s access to music • Utilise school’s Smartboard with interactive exercises • A variety of musical instruments are available for frequent use an exploration • Provide learners with opportunity to make choices about the instruments they use • Provide learners with opportunity to make choices about the music they listen to • Cooperation with the home environment so that learners have the options of accessing music at home • Praise participation 	<ul style="list-style-type: none"> • Learner will develop own sense of self and preference • Appropriately express a variety of emotions • Learners will recognize, understand, and process feelings appropriately • Learners will recognize music as an appropriate option for relaxation and entertainment • Learners will develop their aural memory allowing them to better remember numbers, letters, phrases etc. • Work towards independence • Actively enquire about differing musical experiences • Keep mentally and emotionally healthy • Participation in group activities

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	<ul style="list-style-type: none"> listen with attention to develop aural memory 			<ul style="list-style-type: none"> Respond appropriately to music-related instruction

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Employability Essential skills acquired and developed: Communication, collaboration, problem-solving, organisation, self-management, willingness to learn, & maintaining relationships. Duration: Variable but advisory to follow for 1-3 years.				
	Core Objectives	Implementation	Enabling the Learner	Outcomes
	<ul style="list-style-type: none"> To establish appropriate Communication Skills related to working environments. Establish good collaborative, sharing relationships with others Establish problem-solving skills relevant to the working environment Each learner will have a transition plan to the different stages of accessing the work environment which is under constant review and updating. Ensure that all working environments considered are conducive to good supportive practice. Establish interaction with familiar and unfamiliar people through interaction with the community Ensure that the immediate needs of the learner are 	<ul style="list-style-type: none"> Devise an appropriate transition plan for the learner's development and immersion into the working environment Ensure the learner understands the importance and practice of collaboration and team working Social stories used to prepare learners for the ability to handle unexpected outcomes and circumstances Provision of a variety of communication methods all readily available to the learners for experimentation and interaction. Encourage the use of eye contact when communicating with another 	<ul style="list-style-type: none"> Risk assessments devised for the working environment Frequent interaction with the community Learner is provided with choices about their preferred working environment Frequent access to relevant technology Learner given choices about the roles and positions they wish to have in the Ensure that specialist communication use is an underpinning requirement at all time during transition and in social contexts. 	<ul style="list-style-type: none"> Able to maintain an interest in the needs of others Tolerant of the actions of others Able to follow a regulated schedule Able to follow rules of a workplace appropriately Able to collaborate with others in a common task Able to use a schedule or calendar to ensure tasks are undertaken and completed Able to follow instruction Able to use equipment or technology Demonstrate initiative to improve situation Able to manage emotions

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	discovered assessed, understood and catered for			
	<ul style="list-style-type: none">• Have access to relevant and related technology where appropriate			

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Behaviour				
Essential skills acquired and developed: Developing and maintaining a healthy sense of self, managing peer relationships, self-regulation, community interaction, expressing feelings, autonomy.				
Duration: Continuous development for whole duration of time at the school. Degree of support depending on learner's history of behaviour and personal circumstances.				
	Core Objectives	Implementation	Enabling the Learner	Outcomes
	<ul style="list-style-type: none"> • To behave appropriately in public • To behave appropriately on public transport • To be aware that actions or words can hurt the feelings of others • To be able to tolerate delays or unexpected changes to circumstances or routines • To follow rules and guidelines • To show understanding, compassion, empathy and cooperation • To be able to distract themselves from acting inappropriately • To ask for help from others • To appropriately express their own feelings 	<ul style="list-style-type: none"> • Provide familiar routines • Equipment for role play themes and situations • Activities that provide ways to develop safe ways of dealing with anger or other strong feelings • Utilise games and activities that require turn taking and sharing • Agreed procedures outlining how to respond to learner's behaviour • Use books, materials and other activities that explore how to recognise and appropriately express feelings • Meaningful excursions into the community • Use visual schedules - graduating from photographs to pictures to written statements – for regular activities 	<ul style="list-style-type: none"> • Provide books, stories or toys that can be used to demonstrate other's feelings or reactions to different situations • Provide areas to explore different moods and feelings • Provide opportunities for learners to let others know how they are feeling • Share policies and practices with learner's home environment ensuring accurate two-way exchange of information • Provide opportunities and to interact and cooperate with others in a variety of classroom situations 	<ul style="list-style-type: none"> • Learner will develop own sense of self and preference • Able to behave appropriately in the classroom and community • Able to manage emotions appropriately • Aware that circumstances may have different outcomes to what it expected • Able to handle changes in routine or circumstance appropriately • Able to moderate own behaviour appropriately depending on the circumstance • Aware of strategies to help manage moods • Able to request the aid of others • Able to access the community with purpose

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Communication

Done in collaboration with and incorporating aspects of all other subjects.

Essential skills acquired and developed: Developing and maintaining a healthy sense of self, managing peer relationships, self-regulation of challenging behaviour, community interaction, expressing feelings, independent living & greater enjoyment of life.

Duration: Continuous development for whole duration of time at the school

	Core Objectives	Implementation	Enabling the Learner	Outcomes
	<ul style="list-style-type: none"> To establish a Communication Panel to lead on communication related matters within Bridge Special School environments. Establish good collaborative, sharing relationships with all other learner 'interactors' especially relative to communication. Ensure the establishment of a 'total communication' working policy, processes and procedures and this is always operative and is regularly reviewed, revised and updated. Each learner will have a communication profile which is under constant review and updating. Ensure that all school environments are 	<p>Lead: Mike Harris, Communication Specialist</p> <p>Provision of a variety of communication methods all readily available to the learners for experimentation and interaction.</p> <p>All frontline and other 'interested' staff and partner colleagues.</p> <p>Communication Panel</p>	<ul style="list-style-type: none"> Ensure that the two routes of language acquisition (structured and spontaneous) are evident in the school ensuring maximum exposure of non-verbal specialist communication (Makaton). Teaching and learning' (structured acquisition). Free-flow exposure to everyday social context communication (spontaneous acquisition). Establish a basic 'core' vocabulary of Makaton signs and symbols for each learner.' Ensure that specialist communication Use is an underpinning requirement at all time during curriculum delivery and in social contexts. 	<ul style="list-style-type: none"> Learner will expand communication skills via progressive structured teaching and learning. Learner will acquire social communication skills via exposure to spontaneous communication use in the environment by others and ultimately, the learner. Each learner will be using communication modes that are most favourable to, and effective for him/her. Each learner will be encouraged to be as 'in command' of their communication as possible by encouraging interaction and the spontaneous use of communication skills leading to communication independence. The greatest amount of challenging behaviour (CB) is

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	<p>conducive to good supportive communication practice.</p> <ul style="list-style-type: none"> • A rolling programme of staff training and revision of specialist communication related skills keeping in line with national and local current good practice directives and guidelines. • Establish interaction by forming an 'effective agreement' with the learner. • Ensure that the immediate needs of the learner are discovered assessed, understood and catered for. • The learner's modes of both receptive and expressive communication are investigated, explored, established and proactively encouraged and used by all throughout the school environment and outside. And when in the community. 	<p>Mike Harris, Communication Panel, learner Bridge SEN School key worker.</p> <p>All</p> <p>Mike Harris, Rossella Psych & others</p> <p>All</p> <p>Mike Harris, Rossella Psych teaching staff and others</p> <p>Mike Harris, Rossella Psych, All frontline and support staff</p>	<ul style="list-style-type: none"> • Regular assessment and measurement of learner progress and 'communication pathway plans' are evident for each learner • Makaton used in collaboration with spoken communication and use of PECS at all stages of the education. Reciprocal use encouraged. 	<p>due to a lack of being able to communicate or understand communication. By initiating and supporting the above outcomes, we would expect to see a reduction in the severity of CB and a reduction in CB events and episodes. In this case, our learner will be far safer and socially acceptable in society leading to better inclusion and independence.</p>
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