

Curriculum Development

Intent, Implementation,
Impact



Intent

All students who attend The Bridge Secondary have a severe learning disability and/or Autism and as such our unique curriculum must be both adaptive and responsive to these needs whilst preparing them for experiences in later life. Our curriculum must be able to teach explicitly the knowledge and skills required to facilitate meaningful participation in society with as much independence as possible.

Curriculum Objectives

- To match the curriculum offer to the cognitive ability and individual strengths of all students
- To prepare students for adult life after school through a functional skill based cross-curricular programme
- To embed a therapy perspective (SLT, OT) throughout our curriculum offer to ensure we meet the complex learning and behavioural needs of our students through evidenced based multi-agency differentiation
- To provide a well-planned and sequenced curriculum throughout the key stages
- To develop a clear accreditation pathway (ASDAN, AQA, OCR) for students that underpins their learning and acknowledges the progress that has been made throughout their secondary education

The curriculum is designed around a strand based model with core subject areas which complements the individualised outcomes in students' EHCPs and ensures we meet our statutory obligations as laid out in the Code of Practice.

- **Social and Emotional** (e.g. feelings, behaviour, interaction)
- **Cognition and Learning** (e.g. Functional skills – English, Maths, Science, ICT)
- **Communication and Interaction** (e.g. expressive communication - short sentences, single words, non-verbal (use of Body language/facial expression/signing/pictures or symbols/objects)
- **Sensory and Physical** (e.g. Health needs/Engagement in physical activities/Sensory processing/Special diets/Puberty)
- **Independence** (e.g. Community access/travel training/Work placements/Personal Care)

Strands

Independence	
<ul style="list-style-type: none"> • Personal care • Making choices • Expressing preferences • Assertiveness skills • Taking responsibility for self and belongings • Asking for help • Behaviour 	<ul style="list-style-type: none"> • Transitions • Private/public • Community access • Travel training • Carrying out jobs in class and wider school environment • Taking the lead in lessons • Work experience
Communication	
<ul style="list-style-type: none"> • Language/symbols, makaton/augmentative communication systems or devices • Motivation to communicate • Expressive/receptive language • Ways to communicate needs/wants/preferences • Play behaviour and communicating with others 	<ul style="list-style-type: none"> • Conversation skills (intensive interaction to verbal conversation) • Inclusion • Forming and developing relationships with staff and students
Social and emotional	
<ul style="list-style-type: none"> • Self-awareness • Self esteem • Showing a preference - likes/dislikes • Appropriate behaviour • Social communication • Social understanding • Playing alone and with others • Structured/unstructured play • Positive Thinking • Resilience • Problem Solving 	<ul style="list-style-type: none"> • Turn taking • Winning/losing • Sharing adults/space with others • Self-control • Self-regulation • Making positive choices • Empathy • Facial expression/body language • Relationships • Positive social interaction with others
Sensory and Physical	
<ul style="list-style-type: none"> • Gross motor skills • Fine motor skills • Personal care • Feeding and eating • Sensory diet 	<ul style="list-style-type: none"> • Sensory activities • Accessing a range of physical activities • Body autonomy • Health needs and puberty
Cognition (Includes Functional skills)	
<ul style="list-style-type: none"> • Functional skills • Literacy and numeracy • ICT • Understanding and using cause and effect • Sequencing • Looking • Listening • Concentrating • Problem solving 	<ul style="list-style-type: none"> • Creativity • Ownership/responsibility • To be able to respond appropriately to changing environment/plans/people • Investigate and be curious • Generalising skills across a range of contexts

Implementation/Impact

We implement the curriculum through contextual learning experiences, supporting students to generalise their skills across a range of settings. The curriculum is further split into 6 areas of learning. Teaching and learning in each discrete subject area will vary according to the needs of the pupils for each of the curricula, but these headings are used for timetable purposes to ensure a common language throughout the school:

- **Functional Skills:** English, maths
- **Creative Development:** music, art, drama, dance
- **Physical Development:** PE, swimming, physiotherapy, rebound therapy
- **Independent Living Skills:** PSHE, RSE, food technology, personal care, careers
- **Community Awareness:** travel training, community visits, environment, forest school
- **Science and Technology:** ICT, D&T, Science

Case Study: Functional Skills

The Functional Skills (literacy, numeracy) are taught with a discrete focus often in the morning tutor group or Functional Skills lesson (alongside relevant PCP targets). They are also often taught using the vehicle of another area of the curriculum in a functional and meaningful way. For example, the students may use a cookery lesson to focus on communication/literacy in which case extending the students' cookery skills would not be the main focus but the communication involved in working with others, making requests, listening, discussing, compromising or the literacy involved in working out and following recipes might be the main focus. The teacher of a group will therefore plan the appropriate balance and activities for their students bearing in mind their PCP targets and learning styles.

Case Study: Independent Living Skills

Within these lessons, students will gain essential skills in preparation for adulthood. These activities enable them to flourish and grow into independent individuals, whilst cross-curricular approaches, including PSHE provide more holistic and meaningful learning opportunities. The main topics focus on aspects related to themselves, others, environments and career opportunities. Additionally, PSHE topics cover Drugs Education, Economic Wellbeing and How to Stay Healthy.


Case Study: Sixth Form

Students usually move into the Sixth Form in the academic year following their 16th birthday. They continue in the Sixth Form until the year they reach 19, when they leave school at the end of the summer term. This means that the Sixth Form curriculum is designed to give a balanced and varied programme over 3 years. The curriculum we offer each student is based upon their individual needs as outlined in the Person Centred Plan.

Students participate in transition programmes during their final year of school to college and/or Day Service/residential provision according to individual needs and choices. The final years of school are only the first stage in any transition. We recognise the need to work closely with parents, other professionals (e.g. the Transition Team), local businesses, community groups and providers of school provision in order to create an integrated approach that will result in long-term benefits for the young people involved. They are provided with a range of activities and experiences suited to their age and adapted to suit individual needs as necessary. Students are encouraged to question, challenge, disagree, take risks, be assertive, make their own choices/decisions and deal with the consequences. Staff in the 6th form use language, resources and equipment appropriate to the students' age as far as possible and endeavour to create displays which reflect their emerging adult status. Students are accorded the privacy and dignity appropriate to their age. Our aim is for students, where appropriate, to spend some time accessing off site learning opportunities.

We aim to provide all our students with a work experience placement in their final year in school (if appropriate to their needs) and careers education throughout their 3 years in the 6th form. Our interpretation of employability skills is skills that will help the students in life beyond school. Some of the students will be able to gain some form of employment but all will need broader skills emphasising independence and choice making whether they gain employment or not.

The KS5 curriculum uses ASDAN's Personal Progress Units as a framework for accrediting students' work across all areas. Some of our students also receive AQA qualifications for specific off-site work experience placements.

 The Bridge London Secondary		Ongoing across all topics and taught each term	Key Stage 3	Key Stage 4	Key Stage 5
Communication, Language Functional skills	Literacy	Across the key stages our students are allocated literacy bands according to their needs and ability. We develop personalised reading programmes for students, teach story-telling, sensory stories, symbol recognition, word banks, phonics, whole word recognition, shared reading, guided reading & handwriting/ developing fine motor skills. We also have weekly Poetry Teatime sessions where poetry is shared as a group in a relaxed setting.			
		Band 1: Independent readers	Experience and engage with a variety of fiction / non-fiction texts, regular opportunities to read throughout the day Be offered a range of chapter books, poetry, audio books, graphic novels, newspapers and comics Follow and write written instructions to complete tasks in lessons e.g. using a recipe book in food tech, following a set of directions /using a shopping list in community Access books to research topics e.g. history, science Regularly being read to by an adult. Discuss what has been read and ask questions about the text encouraging them to identify likes, dislikes, make predictions, cross-check		
		Band 2: Emerging readers	Experience and engage with a variety of fiction / non-fiction texts, regular opportunities to read throughout the day A reading book at their own level, changed regularly An engaging book above their reading level that they can enjoy having read to them social sight vocabulary Follow and write instructions to complete tasks in lessons e.g. written recipes in cooking, lists of jobs Engage in group stories with props and role play – lots of repetition Respond and contribute to questioning and discussion following stories to develop comprehension Participating in call and response sessions Regularly being read to by an adult		
		Band 3: Early Readers	Experience and engage with a variety of fiction / non-fiction texts, regular opportunities to read throughout the day A reading book at their own level, changed weekly Word banks of high frequency and familiar words concerning their everyday lives Recognising social sight vocabulary; reading signs, notices, instructions; finding out specific information passing on information both verbal and with the use of symbols Following instructions presented in words and some symbols Engaging with group stories with props and role play - lots of repetition Responding to questioning and discussion following stories to develop comprehension Participating in call and response sessions Regularly being read to by an adult		
		Band 4: Pre-readers	Recognising familiar symbols Sequences of symbols (e.g. sequence strip for personal care) Choosing boards Instructions presented in symbols Social sight vocabulary Sensory stories, drama, role play – lots of repetition Participating in call and response sessions Regularly being read to by an adult		
		Band 5: Sensory Group	Respond to and use objects of reference Respond to touch cues Recognise a small repertoire of individual symbols (e.g. drink, toilet) Engage in intensive interaction Engage with sensory stories by exploring props, showing preferences, looking / glancing at pictures – lots of repetition Regularly being read to by an adult		
	Maths	Personalised learning objectives covering Number/calculat ion, Geometry, Measure	<ul style="list-style-type: none"> - awareness & understanding of money concepts. i.e. coin recognition, values, addition, subtraction, counting, matching numbers to quantity - awareness & understanding of time. i.e. telling the time, recognising sequences/ daily routines/ days of week etc. - Sorting objects according to shape, size, colour etc. 	<ul style="list-style-type: none"> - awareness & understanding of money concepts. i.e. coin recognition, reading prices and price lists - recognition of numbers in immediate environment & in the community. i.e. bus numbers, shop/house numbers, relevant telephone numbers, numbers on the clock, timetables, packaging - ability to use telephones/mobile phones calculators -Counting, matching numbers to quantity -Sorting objects according to shape, size, colour etc. -Using apparatus - calculator, ruler, weighing scales, measuring spoons/jugs 	<ul style="list-style-type: none"> - awareness & understanding of saving, budgeting, taking responsibility for own funds. - awareness and understanding of weights, quantities & measures in a variety of contexts - ability to organise/recognise data in different forms - ability to shop independently - ability to use telephones / mobile phones - ability to read bus timetables - ability to recognise bus numbers; estimating travelling times; using coin operated machines; reading opening and closing times; understanding the meaning of distances e.g. 1 mile to The Angel -Sorting objects according to shape, size, colour etc. -Using apparatus - calculator, ruler, weighing scales, measuring spoons/jugs

Science & Technology	Science	Personalised learning objectives covering, working scientifically & seasonal change through sensory science activities	Human Body, Seasons, Senses, Animals, Plants and life cycle, Materials & their properties, Chemical reactions The delivery of these topics are differentiated and personalised according to individual need/interests			
	Computing/ ICT	Use logical reasoning to predict the behaviour of simple programs	- level of interest in computers/ range of equipment i.e. ipads, dvds, cameras, mobile phones, T.V.s, photocopiers etc - levels of independent use of computer/ amount of support needed for basic tasks - ability to recognise specific keys / functions	- ability to organise data/information - ability to work with/ operate range of equipment. i.e. ipads, dvds, cameras, mobile phones, T.V.s, photocopiers etc	- recognition of I.T. equipment in the community - ability to use the self-service checkout in a supermarket - ability to use I.T. for communication purpose i.e. text/email - for navigational purposes i.e. google maps	
Physical Development	PE	Physical development activities linked to PCP's and functional skills	Sensory exploration / circuit Bowling Football Boccia Basketball Athletics Precision Bean bag Gymnastics Precision Beanbag	Football Fitness Bowling Handball introduction Basketball Boccia Cricket Dodge ball Athletics Precision Bean bag Tag Rugby	Bowling Ice-skating Trampolining Gym Athletics Cycling	
			Rebound Therapy is also offered to students who will benefit from this form of therapy			
	Swimming	Ongoing development of independent swimming skills	Differentiated curriculum following the 'Water Skills' programme according to student's starting point and developing skills in entries, aquatic breathing, spatial awareness, buoyancy, co-ordination and exits.			
Independent Living Skills	RSE	Self-care and independence Routines Choice making Forming relationships	Relationships My Body Feelings Keeping Safe and looking after myself Life Cycles People who help me	Relationships My Body Feelings and attitudes Lifecycles / Human Reproduction Keeping Safe and looking after myself People who help me / getting help and advice	Relationships My Body Feelings and attitudes Keeping safe and looking after my sexual health People who can help me / Sources of help and advice Influences on behaviour	
	Food Technology	Sensory exploring food and showing preferences and recognition Independent life skills, making choices, following instructions learning hygiene skills	Basic food preparation skills Shopping for ingredients at a local supermarket ASDAN Modules Equals Curriculum See Basic Skills Checklist and Strand Overviews	Students increase and develop their skills by reading and following recipes more independently, work as a team and share responsibilities in the kitchen, problem solve, plan and cook balanced meals, basic budgeting, appropriate quantities of food/ingredients for one person ASDAN Modules Equals Curriculum See Basic Skills Checklist and Strand Overviews	Preparing own meals – simple & complex Emphasis on budgeting, nutrition, health & safety, healthy eating, home care skills, choosing where to shop for ingredients ASDAN Personal Progress modules	
	PSHE	Daily whole school assembly covering SMSC themes	Self care: personal care – teeth cleaning, hand/ face washing, bathing, use of deodorant, dealing with menstruation, using the toilet, dressing/ undressing, eating, drinking, personal safety etc. Home care: Clearing up, washing up, wiping surfaces, sweeping, using washing machine/ tumble dryer, safety/ hazards, hygiene etc.			
	RE	Daily Collective Worship at assembly covering a broad range of SMSC themes and British Values e.g. Remembrance Day, Anti-Bullying, Rosh Hashanah, Diwali, Eid, Christmas, International Week, Black History				
	Careers & Work Related Learning	Independence routines Choice making Visiting places and meeting new people Using a range of senses to explore the	-Role-play of work related activities -Joining with and observing older students carrying out vocational activities in school -Education, Health & Care Plan Transition Review in Year 9 -Working together with students and families to identify aspirations and goals for the future	-Functional Skills lessons understanding what jobs are for and introducing concepts of making money and budgeting where appropriate -On site work related learning activities such as administrative jobs around school -Visits to Skills and Employment Fairs and Colleges to develop understanding of	-Increase in on-site work related learning activities to include Magic Breakfast Service, administrative tasks around school, supporting younger students in class, horticulture and mini-enterprise projects -Support from Islington Preparing for Adulthood to develop understanding on processes involved in searching for and finding a job. including developing	

		<p>world around us</p> <p>Working together with students and families to identify aspirations and goals for the future</p>		<p>apprenticeships and technical education pathways</p> <ul style="list-style-type: none"> -Students develop skills in mini-enterprise, food technology and horticulture -Education, Health & Care Plan Transition Review -Working together with students and families to identify aspirations and goals for the future -Raising self-awareness, students will start to understand their interests, strengths and values and how they fit in the world of work -Supporting students with transition to further education for those who choose to do so 	<p>CV's, interview techniques and applications, where appropriate</p> <ul style="list-style-type: none"> -Introduction to vocational experience through the Employability Skills ASDAN accreditation module -Off-Site work experience placement in local business, charity or community enterprise where appropriate -Continued classroom and on-site work focusing on CV's, applications, interviews and behaviour where appropriate -Continued participation in a range of on-site work related learning activities underpinned by the Employability Skills ASDAN accreditation -Visits to Skills and Employment Fairs and local colleges to develop awareness of apprenticeships and technical education -Education, Health & Care Plan Transition Review -Working together with students and families to identify aspirations and goals for the future in conjunction with Transition Team and Social Care -Supporting students with transition from school to appropriate further education -Partnership with Action for Kids which involves work experience and vocational/employability skills -Students develop independent living skills and vocational skills in The Bridge School 'flat' which is a self-contained 1 bedroom flat in the school sixth-form
Creative Development	Art	<p>Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Colour Pattern Drawing Black & White Texture Painting Shape Collage Printmaking Wet & Dry Arts & Crafts</p>	<p>Tie-Dye Art African Art Mexican Art Textiles Embossed Art Printmaking Wet & Dry Cause & Effect Sensory Stories Portraits</p>	<p>Cubism Pop Art Arts & Crafts Embossed Art Abstract Art Expressionism Surrealism Mini Enterprise – Art & Crafts Personal Project/Portfolio based on art heroes</p>
	<p>Art Therapy is also offered to students who will benefit from this form of therapy</p>				
	Dance	<p>Ongoing development of balance, gross motor skills and PCP's</p>	<p>Students will be taught to express music preferences and to engage with their partner through movements, rhythms and tapping on body parts</p> <p>Different types of dance like carnival will be explored for whole school / class performances</p>	<p>Different types of music and its rhythms, feelings, sounds and tempos will be explored</p> <p>Different types of dance like carnival will be explored for whole school / class performances</p>	<p>Different types of music and its rhythms, feelings, sounds and tempos will be explored</p> <p>Different types of dance like carnival will be explored</p> <p>Students will work in groups and with a partner, as well as solo work</p> <p>Students will reflect on their dance routines and give / receive feedback from each other</p>
<p>Students will work on a dance routine for the school show and all students will be encouraged to participate in front of an audience</p> <p>Dance Movement Therapy is also offered to students who will benefit from this form of therapy</p>					
Drama	<p>Students explore self-expression and the beginnings of Drama play through: individual and group interaction, props, costumes, stories, call and</p>	<p>Performance Performing to an audience Group work on stage Telling a story through performance</p>	<p>Stage presence Shakespeare Character Work Immersive theatre Staging Silent Movies Actions and conflict</p>	<p>Script work Making a film Improvisation Role play Mime Using costumes and props Scenery Lighting and sound – making scenery, using lights, listen to sounds, choose for scenes/mood Watching a Performance Putting on a performance</p>	

		response techniques			
	Music	Develop a range of skills through movement and music	Group interaction Performing to an audience 60's, 70's, 80's and 90's and noughties Music Individual interaction Performing to an audience Dynamics and Tempo	Becoming a band or orchestra 20's, 30's, 40's and 50's Music Timbre and texture Telling story through Music Order- Studying a piece of music (or putting it all together) Classical Music	Musical Theatre Composition Performing compositions Classical Music Recording Music Mini Enterprise – Devised live performance; making a Single, Personal Project/Portfolio
		Exploring instruments, rhythms, vibrations, body percussion Use voice, senses or instruments to perform to live audience Group work on stage Rhythm and pitch			
Community Awareness	Travel training/ Trips & community visits	Whole school travel training/ Trips & visits	Travelling locally walking to different local destinations e.g. shops, cafes, parks, using public transport; planning and making journeys; personal safety in a range of situations; knowledge and use of community facilities; road awareness skills, knowledge of important or useful people in the community; appropriate behaviour in the community; knowing what to do in emergencies; community/voluntary work; caring for the environment; using literacy and numeracy skills in functional ways; identifying social sight vocabulary, using money and getting ready to go out; developing community participation skills: getting out and about; mini enterprise projects; fundraising/charity work, orienteering and navigational skills.		
	Environment	Sensory exploration of the environment	Using public transport; planning and making journeys; personal safety in a range of situations; knowledge and use of community facilities; knowledge of important or useful people in the community; appropriate behaviour in the community; knowing what to do in emergencies; community/voluntary work; caring for the environment – recycling, energy saving, improving the environment, using parks, environmentally friendly items, horticulture; using literacy and numeracy skills in functional ways; Mini Enterprise projects; fundraising/charity work. Sixth form students spend a large amount of their time out of school as part of this course and have the opportunities to develop a range of skills and a greater degree of self-confidence in relevant contexts. Activities/experiences are organised with an emphasis on students taking the lead in planning and carrying out tasks safely with diminishing adult supervision.		
		Some students also participate in a Forest School Programme which helps them develop self-esteem, self-awareness, social interaction skills, risk taking as well as enjoying the therapeutic benefits of the woodland environment			