

Careers Preparation for Adulthood Access Statement



Pride
Passion
Partnership
Professionalism
Positivity

The primary focus of the Bridge Integrated Learning Space (ILS) is to prepare students for adulthood through a highly personalised curriculum that is aligned to individual Education, Health and Care Plan (EHCP) outcomes. Given the complex cognitive, communication, social and emotional needs of many students, the emphasis is not on formal accreditation or traditional employment pathways. Instead, learning is centred on developing the knowledge, skills and confidence required for adult life and meaningful participation in the community.

Students access a broad range of experiences that support outcomes across the four EHCP areas of need: Communication and Cognition, Social, Emotional and Mental Health, Sensory and Physical Development, and Independent Living Skills. Opportunities are embedded throughout the curriculum and include developing functional communication, self-advocacy, personal care, travel awareness, community access, decision-making, social interaction, emotional regulation and increasing independence in everyday activities. Students are also supported to explore future pathways through carefully planned preparation for adulthood activities that introduce them to a range of post-school opportunities, including further education, supported learning, volunteering, community participation, supported employment and adult social care provision. These experiences are personalised to reflect individual strengths, interests, aspirations and support needs.

The majority of students do not access formal work experience placements due to the significant cognitive, communication and social challenges they face. Instead, the curriculum prioritises meaningful community engagement, life skills development, communication, independence and participation in real-world contexts. Where appropriate, students benefit from visits, presentations and transition activities involving colleges, training providers, community organisations and other external agencies, helping them to develop an understanding of adult services and future opportunities.

Transition planning is an integral part of the curriculum and begins well before students leave school. Students and families receive impartial information, advice and guidance regarding post-19 options, and are supported to explore the pathways most appropriate to their needs. Families are actively involved through Annual Reviews, parents' evenings, transition meetings, coffee mornings and dedicated Preparing for Adulthood workshops. Multi-agency collaboration with local authorities, colleges, adult social care teams, health professionals and other agencies ensures that transition arrangements are carefully planned and coordinated to achieve the best possible outcomes for each young person. This personalised approach supports smooth transitions into further education, adult services and community-based provision.

Safeguarding remains central to all preparation for adulthood and provider engagement activities. Any external providers, colleges, employers or agencies working with students are required to comply fully with the school's safeguarding procedures. Visitors are required to sign in, wear identification and are accompanied by school staff throughout their time on site. All external engagement opportunities are carefully risk assessed and matched to students' needs to ensure that students can access information, guidance and transition experiences safely and appropriately.

Destination data reflects the diverse needs of the cohort and demonstrates the effectiveness of the school's Preparing for Adulthood programme. Approximately 50% of students progress to specialist or further education college provision at age 19, while approximately 50% move into Adult Social Care pathways, including day opportunities and day centre provision within their local boroughs. These destinations are carefully planned through complex multi-agency transition processes and reflect successful outcomes that are appropriate to each student's level of need, aspirations and long-term support requirements.

The Bridge ILS curriculum therefore prioritises Preparation for Adulthood over accreditation, ensuring that all students are supported to develop independence, communicate effectively, participate within their communities and make successful transitions into adult life, further education and adult services.