



## The Bridge Curriculum Intent

Our curriculum centres on each student as an individual, looking at their starting points and next steps. Individual profiles of needs (EHCPs) are the drivers of our adjusted curriculum provision. We do not directly follow the National Curriculum (NC), although it is developed from a foundation in the NC. We use each student's EHCP outcomes to plan a highly bespoke curriculum with a strong link to Preparing for Adulthood outcomes. We work closely with the mainstream part of The Portsmouth Academy to ensure there are meaningful opportunities for children to integrate and learn, where appropriate.

We aim to

- ensure our students are at the centre of a broad, varied and relevant learning experience
- equip each student for their future education, developing personal qualities, attitudes, knowledge, understanding and skills necessary for their personal fulfilment
- enable our students to be responsible citizens who aspire, achieve and respect

### Driven by individual profiles (EHCPs)

#### Preparing for Adulthood Outcomes

Employment/training		Independent Living	Friendships, relationships, community		Good health
		Cognition and Learning	Communication and Interaction	Social, Emotional, Mental, Health	Sensory and Physical
English		Maths			
Reading	Writing				

Learning will take place through contexts and themes in which skills are embedded

Key Skills (English/Maths)	Understanding our World (Humanities and Science)	Creative Development (Arts and Music)	Skills for Life – Preparing for Adulthood (Food and Nutrition, PE, PSHE)
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### Our vision and aims for students

To become confident and responsible members of the wider community	To develop independence	To be equipped for the next stage in their life.	To develop resilience and coping strategies to support their mental health.
To be able to demonstrate social skills in a variety of contexts.	To be able to develop safe and trusting relationships	To be able to self-regulate sensory and emotions	To be able to generalise skills and be a life-long learner

To acquire basic literacy and numeracy skills and gain knowledge about the world around us.	To be effective communicators	To develop opportunities to express their own ideas, opinions and thoughts	To reach their full potential
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## The Bridge Curriculum Implementation

- The curriculum is project based, linked to the specific needs of our pupils and the National Curriculum, bringing together: Key Skills (a progression of skills) that are fundamental and ensure pupils gain the basic knowledge, skills and understanding needed to make progress e.g. English and maths and Education Health and Care Plans (long and medium term outcomes) that ensure learning is personalised for every pupil in line with their special needs and the Trust values to ensure breadth and balance
- Students will receive core curriculum opportunities in Maths and English daily and have chances to apply this learning in other areas of the curriculum. Other subjects are used as the context in which pupils develop their skills for life, using their EHCP targets as a guide
- Where appropriate, we will ‘shadow’ the main school curriculum, differentiating to individual need
- We work closely with the main school to ensure there are meaningful opportunities for children to integrate and attend subject specialist lessons, where appropriate
- We prioritise communication and interaction throughout our curriculum offer
  - Class group and individual discussions encouraging pupils to communicate their needs, thoughts, ideas and feelings
  - Having a wide variety of contexts in which they can communicate and respond
  - The use of drama and role play to explore imagined situations
  - Participating in school assemblies and productions
  - All adults listening and communicating appropriately with pupils and each other
  - Working in partnership with parents and other agencies, e.g. Speech and Language Therapists, in order to support and assess the pupil’s progress, write new objectives and deliver programmes of work
  - Using Microsoft accessibility tools to enhance learning and progress
- Our topics are closely linked to the mainstream part of the school to support integration. However, these topics are a vehicle to the individualised learning for those children within the Inclusion Centre as their learning will be highly personalised to their individual level
- In addition to a designated sensory integration space where we have specialist sensory integration equipment, we make spaces available within classrooms for individual quiet times and meeting sensory needs
- Classrooms are highly structured to ensure the best possible learning environment for pupils.
- Personalised learning programmes are designed for each pupil and may include the following:
  - Positive Behaviour Support
  - Talkabout for Teenagers
  - Repetition and reinforcement
  - Sensory Circuits
  - The development of independent daily living skills
- To ensure our curriculum is student-centred, we work with a range of other professionals such as Speech and Language Therapists, Educational Psychologists, Physiotherapists and Occupational Therapists so that each child’s holistic needs are being met as part of our curriculum

### **The Bridge Curriculum Impact**

- Students make expected or greater than expected progress towards their EHCP targets
- Personalised pathway in place for each student
- Achievement of recognised qualifications
- Improved SEMH skills evidenced through EHCP targets
- Students who have developed the skills to successfully access mainstream education, appropriate to need
- Students who have developed and demonstrated a range of personal, social and employability skills
- Students who are well equipped for the next stage of their education