

Curriculum Policy



RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

Contents

1. Rationale.....	3
2. Core Principles of Development	4
3. Stems/Areas of Development	7
4. Curriculum Implementation	11
5. Personalised Provision	12
6. Enrichment Activities	14
7. Links with Other Policies.....	14



1. Rationale

Riverside Bridge School provides education for pupils with complex and layered needs, including severe and moderate learning difficulties, autism spectrum conditions, communication disorders, sensory processing needs, physical disabilities and social, emotional and mental health challenges. Attainment on entry is consistently well below age-related expectations, with the majority of pupils requiring specialist teaching approaches and individualised curriculum pathways.

Our curriculum is adapted from the Autism Education Trust (AET) Framework and is fully aligned with statutory requirements under the Children and Families Act (2014), the SEND Code of Practice (2015) and the Equality Act (2010). We adopt a neurodiversity perspective, viewing autism as a different way of experiencing the world rather than a deficit. The curriculum is designed to reduce barriers, promote strengths and enable pupils to thrive socially, emotionally and academically. However, even our cohort of young people is not a homogeneous group. Like all children and young people, our pupils as individuals vary in terms of their intellectual ability, their personality, their profile of strengths and needs, and the presence of other conditions (e.g. learning disability, ADHD, epilepsy, visual/hearing impairment) and their life experiences; and even those of the same apparent developmental age may not necessarily progress through the stages of development at the same rate.

Education, Health and Care Plans (EHCPs) provide the anchor for curriculum planning. EHCP outcomes are embedded across daily teaching and learning, ensuring that each pupil's personalised priorities are addressed through functional, meaningful contexts. Our curriculum is also driven by five whole-school Drivers: A Sense of Self, A Sense of Community, A Sense of Culture, A Sense of Wonder and A Sense of Future. These Drivers form the golden thread linking curriculum, pedagogy and school life, strengthening our capacity to demonstrate impact.

Hence a curriculum which aims to provide a developmentally sequenced framework that ensures quality first education for all our pupils, with a specific focus on promoting spontaneous communication and emotional regulation in everyday activities and across different settings such as school, home and community.

Our curriculum is above all the reflection of our school vision which is to cultivate a safe and inclusive community where every individual feels empowered, valued and respected. We foster the belief that learning should enable all pupils to thrive and develop with the ambition to lead a fulfilled, happy, and rewarding and as far as possible independent life, integrated into the society they choose to live in. This is our commitment to all our pupils regardless of gender, needs, ability, ethnicity, religion or culture.

Our curricular framework concentrates on four core Principles of Development, which have been linked to the SEND Code of Practice and the AET Development Framework to facilitate and support the planning, delivery, monitoring and assessment of our curriculum.

- ❖ **Understanding the Individual** – every pupil is a unique learner, and our teaching begins with detailed knowledge of their developmental profile, communication modes, sensory regulation needs, motivators and barriers.

- ❖ **Positive and Effective Relationships** – trusting, attuned interactions are the vehicle for all learning, with staff prioritising co-regulation and connection.
- ❖ **Enabling Environments** – pupils develop in the context of the environments around them, in which their experiences respond to their individual needs and where strong partnerships between teachers, external professionals and parents/carers are paramount. classrooms are structured, predictable and communication-rich, with visual supports, low arousal design and embedded sensory strategies.
- ❖ **Learning and Development** – pupils learn in different ways, which is the reason why our practitioners provide engaging and challenging opportunities across the prime (personal, social and emotional development, Communication and Language and Physical Development) and specific (Literacy, Cognition) areas of learning and development. we recognise that progress is often spiky and non-linear, with pupils making lateral as well as linear gains. We value overlearning, generalisation and independence alongside acquisition of new skills.

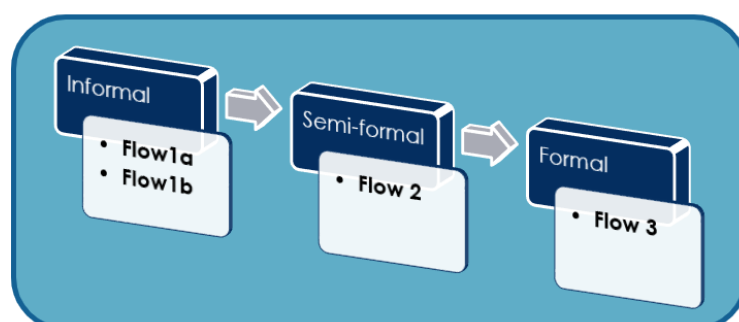
Implementation is informed by evidence-based pedagogical frameworks. The adapted SCERTS (Social Communication, Emotional Regulation and Transactional Support) guides communication and regulation targets. The MRO model (Means, Reasons, Opportunities) ensures that pupils not only have tools for communication, but also meaningful purposes and daily opportunities to use them. A Total Communication approach integrates AAC, Makaton, symbols, gesture, objects of reference and speech. Structured Teaching and Layered Learning ensure progression from concrete experiences to abstract reasoning, with carefully scaffolded steps and repeated exposure across contexts. Play and continuous provision provide motivating contexts for exploration, problem-solving and social learning. Intensive Interaction and Attention Autism further support shared attention, social reciprocity and enjoyment in learning.

2. Core Principles of Development

2.0 CURRICULUM MODEL



It is not the responsibility of the child to change to meet the demands of the curriculum; it is the responsibility of those writing the curriculum to ensure that it is flexible enough and adaptable enough to meet the needs of each child, which we do through careful consideration of each pupil's learning styles and needs leading to distinct pathways which strive to be responsive to each learner, build on individual strengths and interests and enable every pupil to shine.



Our curriculum model is delivered into three learning pathways: pre-formal, semi-formal and formal. This allows us to offer a means of making subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more 'conventional' National Curriculum type approach. Our curriculum allows pupils to reinforce continuously prior learning and it increases in cognitive complexity, widening out as pupils move through the pathways, revisiting concepts in greater depth. These pathways are not defined by age, but by need and achievement. Pupils are identified on entry or baselined at the beginning of each year through their Individualised Development Profile as to which curriculum pathway is better suited to meet their needs and thereafter, they are able to move flexibly between pathways at any point during their school career. Some pupils may even be able to access a more 'fluid' curriculum, meaning that they may benefit from aspects of two from the three possible pathways, all based on individual needs which are reviewed regularly.

- ❖ Our pre-formal curriculum (Flow1a and 1b) focuses on the early communication, social, emotional and cognitive skills that are the foundation of learning. Pupils at this very early level of development may only communicate by gesture, eye-pointing, and at times very simple language; they require a higher level of adult support, both for their learning needs and their personal care and their attainment will be below the pre-key stage standards. The focus within these pathways is upon enabling pupils to proactively explore the world around them, gaining environmental control skills and discovering for themselves, whilst establishing positive interactive relationships with others and developing a sense of security within the classroom and school environment, which is meaningful and comprehensible to them. Hence the importance of play in their development and the need for sensory and multi-sensory approaches to their learning.
- ❖ Whilst still focusing on ensuring order, structure, routine and certainty in their learning, in this semi-formal curriculum (Flow 2), we try to give our pupils opportunities to become literate communicators, early readers and start problem-solving. Our pupils are similar to all learners in that they take information through their senses.; however they may have difficulties in processing that information hence the need to design activities which enable them to increase their memory capacity, by breaking tasks and instructions down into smaller steps, frequently repeating important information, re-presenting information and teaching the same skill or fact in many different contexts to develop their ability to make connections and generalise a skill whilst understanding of when to use that skill in new and novel situations and combine it with other skills to solve a problem.
- ❖ Pupils experiencing our formal curriculum (Flow 3) access a range of National Curriculum subjects, adapted in the light of their developmental level and special educational needs. Life skills and independence skills form a large part of this curriculum in preparation for life beyond school. Teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions.

We believe our three distinct and differentiated learning pathways offer the best way for:

- achievement to be maximised;
- each pupil to have a personalised curriculum appropriate to their needs;
- teachers to deliver lessons at an appropriate pace;
- expectations and targets to be set and reinforced;

- pupils to be challenged and supported at the right level
- a positive learning environment to be nurtured and maintained;
- pupils to develop confidence and self-esteem through appropriately differentiated pastoral programmes.

KS4 pupils (Oceans classes) are set into ability groups stemming from their Development Profile which align with one of the three learning pathways we have identified. This approach allows us to tailor our teaching methods and resources to better suit the diverse needs of our KS4 pupils, ensuring each child is supported in their learning journey, whilst they are engaged in a variety of accredited courses (OCR Life and Living, and WJEC Healthy Living and Fitness Award), that are not only relevant to their individual needs but also aligned with their abilities. This breadth of learning opportunities is designed to empower our pupils and enhance their educational experience, equipping them with the life skills and knowledge necessary for their future journey into adulthood.

(For EYFS and KS5, refer to EYFS and Sixth Form policies.)

Based on a thematic cycle, each pathway covers knowledge, skills and understanding across the six shared areas of development, which are at the core of our progression framework, so as to facilitate a 'learning flow' between the three pathways. We understand that it is much more important that the knowledge and skills taught to pupils through varied, motivating and stimulating curricular experiences are acquired in a range of contexts and situations, ensuring greater depth of understanding and practical application of knowledge, which will enable them to transfer these learnt skills to support them in their lifelong learning journey.

Having adapted the National Curriculum, the Pre-Key Stage Standards as well as the Development Matters and the Early Years Foundation Stages framework as appropriate to meet the needs of our pupils, we recognise that a more developmental approach focussed on transferable Life Skills spans the entirety of our curriculum which enables our pupils to progress through the six Areas of Development (broken down into Stems of Development) so that they are able to go as independently as possible into the world with the knowledge, skills, cultural capital and understanding of what being a successful young adult and a responsible citizen in a modern day society is.

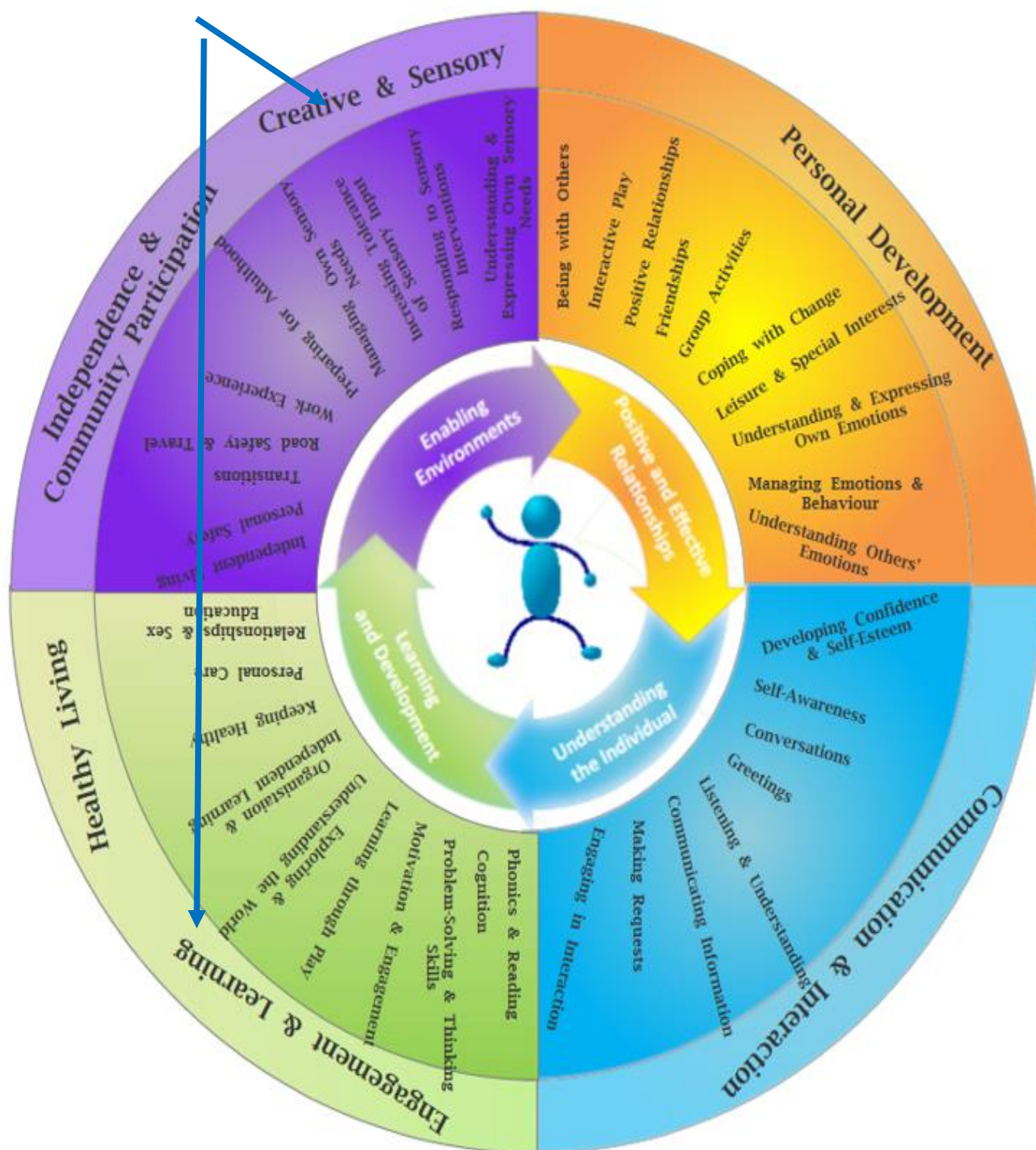
Our curriculum allows both lateral and linear progress to be made by our pupils. For our lateral learners, our curriculum recognises the need of these pupils to learn through repetition which will improve the depth of their understanding. It is widely recognised that this cohort of learners have greater difficulty retaining key skills and need continued opportunities to practise these, so that they are able to transfer these skills and use them in a range of different situations

3.Stems of Development

The curriculum is organised into six Areas of Development which run consistently through all pathways. Communication and Interaction underpins all learning, with the goal of enabling pupils to be effective communicators. Literacy is taught through sensory stories, role-play, shared reading, phonics (Read Write Inc when appropriate) and the use of AAC. Engagement and Learning (Mathematics) is developed through songs, rhymes, sorting, patterning, cooking, PE and functional problem-solving. Science provides opportunities for curiosity and enquiry through hands-on investigation, observation and recording in developmentally appropriate ways. History and Geography build awareness of time, place and culture, using family trees, artefacts, maps, local visits and celebrations. SMSC, including RE, is woven throughout, teaching empathy, respect, diversity, British Values and understanding of world faiths and worldviews. Creative and Sensory development includes art, music, dance and sensory regulation, emphasising process, self-expression

and resilience. Healthy Living encompasses PE, cooking, nutrition, hygiene, safety and PSHE (including RSE), supporting physical and emotional health, friendships and consent. Independence and Community Participation is developed through ICT, work-related learning, enterprise, household tasks, community visits and travel training. Social and Emotional Development, including drama, provides safe spaces for pupils to practise communication, empathy, problem-solving and self-advocacy.

Areas of Development



Preparing for Adulthood outcomes are explicitly woven into every pathway and Area of Development and they are embedded across all key stages, not reserved for post-16. Our pupils develop employment skills through role-play, enterprise, work-related learning and accredited courses. Independent living skills are taught through cooking, budgeting, shopping, travel training and personal care. Health is promoted through PE, PSHE, cooking and emotional literacy. Community participation is developed through trips, volunteering, school council and partnerships with local organisations. This prepares pupils for successful transitions into adulthood, whether that is further education, supported employment, or community living.

Adapted National Curriculum

Although we refer to the National Curriculum and adapt as appropriate to meet the needs of our pupils, for our pupils there needed to be a more developmental perspective, with communication and cognition being the principal areas of development. For a majority of our pupils with severe learning difficulties, subjects such as geography, history, art and music should provide a context for learning communication and cognition rather than represent the focus of learning. As the extent to which our pupils engage with the National Curriculum vary, according to their attainment levels and nature of their needs; hence our curriculum model based on three learning pathways which enable our pupils to access the full national curriculum, in contexts where it is best placed to meet their needs. Whilst the learning opportunities will change and progress throughout the school, the principle of delivering at a level appropriate to the pupils' level of development is of paramount importance. To ensure progression of content, it would be expected that the content of the lessons would reflect this difference.

Communication and Interaction - Literacy

The Area of Development - Communication and Interaction i.e. Listening, Speaking, Reading and Writing aims to enable all of our pupils to be effective communicators at their own individual level. Pupils are able to put into practice all of these communication skills in a variety of contexts that are stimulating and engaging at every level. Communication, Language and Literacy is viewed the most cross curricular subject. Success within this curriculum area enables pupils to practise, consolidate and apply skills effectively across all areas of the curriculum, with increasing independence. This curriculum is designed to meet the wide and varied needs of all our pupils by incorporating technologies such as communication boards, symbols.

Phonics is taught at a time that is right for the child depending on their level of need and learning potential. When the pupils are ready for phonics learning, we follow the Read Write Inc scheme produced by the Department for Education to ensure the systematic teaching of phonics. It aims to build pupils' speaking and listening skills in their own right as well as prepare pupils for learning to read by developing their phonic knowledge and skills. Our aim is to instil a lifelong passion for reading in our pupils by having daily DEAR (Drop Everything And Read) times and celebrating narratives from around the world. One of our biggest celebrations is World Book Day, when staff and pupils dress up and share their favourite stories.

Engagement & Learning - Maths

In the Area of Development - Engagement and Learning, we aim to enable our pupils to develop skills and knowledge to help them make sense of the world around them. The Mathematical Stems are about exploring, mastering skills in counting and developing an understanding of number. It involves exploring shape and pattern, and measurement through activities which contextualise the skills and knowledge. This is about developing a curiosity in the world around us and offering solutions to problems. It is also

functional, aiming to develop skills which will enable greater independence as our learners grow. In order to personalise learning and maximise opportunities for progress, it is not the age of the pupil that is significant but the stage at which they are currently working. Whilst the learning opportunities will change and progress throughout the school, the principle of delivering at a level appropriate to the pupils' level of development is of paramount importance. To ensure progression of content, it would be expected that the content of the lessons would reflect this difference. For example, sorting coloured teddy bears in Brooks classes could be replaced by categorising numbers in Lakes classes. The understanding that Maths is not confined to a Maths lesson on the timetable but is regarded as a subject with many cross curricular opportunities.

Exploring and Understanding the World - Science

Science is about enabling our pupils to experience and observe phenomena in the natural and humanly constructed world. The pupils are encouraged to be curious and ask questions about what they notice and observe and should be helped to develop their understanding of scientific ideas by using different types of enquiries to answer their own questions.

Exploration is a vital part of pupil learning and the teaching and learning of science is done through the use of practical experiences whenever possible; and it is integral to many areas of daily exploration, learning and play. Alongside specific scientific knowledge and vocabulary pupils develop the concept of 'working scientifically' appropriate to their developmental stage. Through teaching science, we aim to provide our pupils with the foundations to understand the world around them.

Exploring and Understanding the World - Geography

Geography is taught as part of the Area of Development - Exploring and Understanding the World, Geographical Awareness and is also delivered through cross-curricular topics. Geography is considered intrinsic to daily routines, everyday places and people, the weather and what's in the news.

We aim to offer pupils opportunities to stimulate an interest in their surroundings and in the variety of human and physical conditions on the Earth's surface; to foster a sense of wonder at the beauty of the world around them; to help develop an informed concern about the quality of the environment and the future of the human habitat; and to enhance a sense of responsibility for the care of the Earth and its people.

Exploring and Understanding the World - History

History is taught as part of the Area of Development - Exploring and Understanding the World, Historical Awareness and is also delivered through cross-curricular topics. History helps pupils gain a coherent knowledge and understanding of their own cultural heritage, then of Britain's present and past and finally that of the wider world and inspires their curiosity.

We aim to offer pupils opportunities to explore changes within living memory; events beyond living memory that are significant personally, nationally or globally; to learn about the lives of significant individuals in the past who have contributed to national and international achievements and to explore significant historical events, people and places in their own locality.

Exploring and Understanding the World - SMSC, inc. RE

Spiritual, Moral, Social, and Cultural (SMSC) development plays a vital role within our curriculum and how it shapes our pupils' understanding of themselves and the world around them. SMSC development

is fundamentally about how pupils make sense of their environment and interact with others. It is essential to recognise that this development is not a standalone aspect of education; rather, it is deeply interwoven with our school's ethos and values.

At Riverside Bridge School, we believe that SMSC development is as much about how pupils are taught as it is about what they are taught. This approach ensures that our pupils are not only acquiring knowledge but are also developing personal qualities that are valued in a civilised society, such as thoughtfulness, honesty, respect for difference, moral principles, independence and self-respect.

Our commitment to fostering an environment that promotes respect, diversity, and self-awareness is evident in everything we do. We strive to equip all our pupils with the knowledge, skills, attitudes, and British values they will need to thrive in their future lives.

RE makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion and promotes mutual respect and tolerance through developing pupils' knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. We aim to offer pupils opportunities to learn about the place of religions and beliefs in their local community – recognising diversity and the influence of those religions and worldviews, and exploring questions about the meaning, purpose and value of life; to learn about key features of each religion, exploring their significance for followers of that religion or worldview.

Creative and Sensory – Sensory Development, Music, Art & Design and Drama

We believe that participation in the creative arts should be an integral part of every pupil's school experience.

As part of the Area of Development - Creative and Sensory, we endeavour to provide our pupils with rich and varied learning opportunities in music, dance and art, using a cross curricular approach as well as offering subject specific lessons.

Creative arts bring together intellect and feeling and enable personal expression, reflection and emotional development. We enable pupils to develop creativity at their own level in a varied and broad range of relevant contexts for example, the home and school, gardens and playgrounds, the local community and the wider environment and provide opportunities to promote a sense of personal and group identity. Individual responses and diversity are celebrated as there is no "right" or "wrong" way to be creative. Through the use of paint, materials, music, dance... pupils learn to express their ideas, feelings and preferences.

Healthy Living – PE

As part of the Area of Development - Healthy Living, we want our pupils to become physically confident and independent in a way which supports their health and fitness. Through sports participation, we also enable our pupils to build character and embed values such as fairness and respect. From learning how to develop fundamental motor skills to become increasingly more confident and competent, we offer our pupils a broad range of opportunities such as Jump London, swimming lessons to extend their agility, balance and coordination individually or in a team. Pupils are able to take part in competitive and co-operative physical activities in a range of challenging situations and context such as Borough Curling Competition, Trewern Outdoor Education Centre.

Healthy Living - Cooking & Nutrition

As part of the Area of Development - Healthy Living, we want our pupils to learn about the principles of nutrition and healthy eating as well as instilling a love of cooking as learning how to cook is a life skill which will enable all our pupils to feed themselves and others well in later life. As part of the Cooking & Nutrition curriculum which is delivered by a specialist teacher a minimum of once a week, pupils learn how to make healthy choices in relation to food and drinks; learn how to appreciate food from different countries and cultures; how to shop for the ingredients needed for their recipes and pay for them; and how to maintain good hygiene when it comes to cooking and eating. We also ensure all pupils participate in food events like Chinese New Year Day, Pancake Day, etc..., so they learn how to participate in group activities, engage positively in interaction with peers and receive peers' feedback positively.

Healthy Living - PSHEe, inc. RSE

PSHEE is part of the Areas of Development Healthy Living (inc. Relationships and Sex Education) as well as Personal Development as pupils are encouraged to develop their Personal, Social and Healthy self in every learning opportunity. The purpose of this area of the curriculum is to help young people develop as individuals in a wider society. Young people learn to understand themselves physically, emotionally, socially, economically and sexually and to understand their relationships with others. They develop self-esteem and become competent and confident citizens who take part in a wide range of activities in and out of school. Through active learning opportunities young people recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

Lessons encourage pupils to develop a positive self-image, become able to recognise and deal with different emotions and develop skills such as sharing and turn taking.

Skills for Life – ICT

In ICT, the Area of Development, Independence and Community Participation, we want to enable all pupils to access both software and hardware that is appropriate to their level and ability and engaging as well as functional. To this end, pupils are encouraged to explore and experiment with a range of devices and build up skills that they can transfer to other areas of their learning, and ultimately, their life in the outside world. We recognise that, with developments in technology, pupils of all ability will rely on technology to communicate, from communication aids to social media, and we want to develop their independence in this area as well as teach them to communicate appropriately, safely and responsibly.

E-safety forms a large part of our curriculum, and we want to teach our pupils to use the internet and other resources responsibly and safely. We teach regular sessions on e-safety and we provide parents with information and opportunities for discussion around this topic so that our approach is consistent in school and at home.

Opportunities for using ICT at Riverside Bridge School are embedded in all areas of the curriculum and we have a good range of resources to support pupils in their learning. Sounds buttons, Core and Effects toys, Bee Bot equipment can be found all round school and iPads are used throughout the curriculum on a daily basis.

Skills for Life – Work-Related Learning

We firmly believe that work-related learning inc. careers is essential in ensuring our pupils leave equipped with the necessary tools and values for adulthood. Our approach aims to help all pupils make a successful transition to adulthood by supporting them to achieve their full potential, empowering them to plan and manage their own futures, providing comprehensive information on all options available, raising aspirations and promoting high expectations, fostering equality, diversity, and social mobility while challenging stereotypes to support inclusion, enabling young people to sustain employability and achieve personal and economic well-being throughout their lives and promoting active participation in learning.

We are committed to supporting our pupils in considering their future options and realising their potential as early as early as possible. By helping them understand how their skills and experiences align with opportunities in the job market, we are laying a strong foundation for their futures.

Social & Emotional Development

Pupils with learning difficulties often lack confidence in their creative and communicative abilities. This perception, coupled with the feeling that they are developing these skills at a slower pace than their peers, can exacerbate lower self-esteem.

However, we believe that drama can serve as a transformative context in which our pupils can practise and learn essential skills. By fostering understanding and creating a supportive environment, we can help enhance their confidence. The effective delivery of a drama curriculum that reflects our pupils' own perceptions and needs can be instrumental in creating a space where young people, who share similar circumstances, feel empowered to express what they need to know, understand, and be able to do. Through interactive and co-creative processes in drama, a 'safe space' is established thus allowing our pupils to practise transferable social skills. This not only presents the perfect opportunity to improve their confidence and social skills but also significantly boosts their reading ability and memory skills.

Communication and Interaction - Modern Foreign Languages

Modern Foreign Languages are delivered through cross-curricular topics when appropriate. The learning of a Modern Foreign Language provides a valuable educational, social and cultural experience for the pupils and raises awareness of the multilingual and multicultural world by giving them an insight into their own culture and those of others.

We aim to offer pupils opportunities to be exposed to other languages and cultures in an enjoyable, fun and meaningful way by introducing pupils to simple vocabulary and structures which can be used in a variety of contexts in the normal school day, e.g. greetings, numbers, names, date, songs, classroom instructions; to raise awareness that languages other than English exist in our world; and encourage their curiosity about language and to develop positive attitudes to other languages and cultures.

Whilst the learning opportunities will change and progress throughout the school, the principle of delivering at a level appropriate to the pupils' level of development is of paramount importance. To ensure progression of content, it would be expected that the content of the lessons would reflect this difference.

4. Curriculum Implementation

Our pupils have a weekly timetable of 25 hours, within which the six Areas of Development are being developed within a set number of periods which increases or decreases as the pupils' progress through the school. This is in order to support pupils with their cognitive load and their retention of core learning. Class timetables are constructed around the principle that every moment of the school day is a learning opportunity.

Curriculum Allocation						
EYFS	Pre-formal Pathways		Semi-formal Pathway	Formal Pathway	PfA Pathways	
Ripples (EYFS)	Brooks	Creeks	Streams	Lakes	Oceans (KS4)	Thames (KS5)
R1, R2 and R3	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14 and B15	C1, C2, C3, C4 and C5	S1 and S2	L1	O1, O2, O3, O4 and O5	T1 and T2
Each Lesson = split: In 25 minutes Subject Learning followed by 20 minutes Child-Initiated Learning	Each Lesson = 45 minutes	Each Lesson = 45 minutes	Each Lesson = 45 minutes	Each Lesson = 45 minutes	Each Lesson = 45 minutes	Each Lesson = 45 minutes
5 Communication & Literacy * 1 Phonics a day * 1 DEAR time a day	6 Communication & Interaction * 1 Phonics a day * 1 DEAR time a day	6 Communication & Interaction * 1 Phonics a day * 1 DEAR time a day	6 Communication & Interaction * 1 Phonics a day * 1 DEAR time a day	5 Communication & Interaction * 1 Reading/Comprehension/Writing a day * 1 DEAR time a day	5 Communication & Interaction * 1 Reading/Comprehension/Writing a day * 1 DEAR time a week	2 Literacy for Adulthood
1 Expressive Arts & Design * 1 Art/Music	2 Creative & Sensory * 1 Art/Music * 1 Drama/Assembly	2 Creative & Sensory * 1 Art/Music * 1 Drama/Assembly	2 Creative & Sensory * 1 Art/Music * 1 Drama/Assembly	2 Creative & Sensory * 1 Art/Music * 1 Drama/Assembly	2 Creative & Sensory * 1 Art/Music * 1 Drama/Assembly	2 Creative & Sensory * 1 Art/Music * 1 Drama/Assembly
8 Discover and Explore inc Assembly	4 Preparation for Adulthood * 2 Skills for Life * 1 Work-Related Learning * 1 ICT	4 Preparation for Adulthood * 2 Skills for Life * 1 Work-Related Learning * 1 ICT	4 Preparation for Adulthood * 2 Skills for Life * 1 Work-Related Learning * 1 ICT	4 Preparation for Adulthood * 2 Skills for Life * 1 Work-Related Learning * 1 ICT	5 Preparation for Adulthood * 2 Skills for Life * 1 Work-Related Learning * 1 Community Life * 1 ICT	14 Preparation for Adulthood * 2 Skills for Life * 5 Enterprise Skills * 5 Work-Experience * 2 Community Skills * 2 Skills for Life
8 Engagement & Learning * 5 Maths * 3 Understanding the World	9 Engagement & Learning * 5 Maths * 2 Science * 2 Humanities (inc. SMSC)	9 Engagement & Learning * 5 Maths * 2 Science * 2 Humanities (inc. SMSC)	9 Engagement & Learning * 5 Maths * 2 Science * 2 Humanities (inc. SMSC)	9 Engagement & Learning * 5 Maths * 2 Science * 2 Humanities (inc. SMSC)	8 Engagement & Learning * 5 Maths * 1 Science * 2 Humanities (inc. SMSC)	2 Numeracy for Adulthood
3 Healthy Living * 1 HL/Swimming * 1 Cooking & Nutrition * 1 Physical Development	4 Healthy Living * 1 HL/Swimming * 1 Cooking & Nutrition * 2 PE	4 Healthy Living * 1 HL/Swimming * 1 Cooking & Nutrition * 2 PE	4 Healthy Living * 1 HL/Swimming * 1 Cooking & Nutrition * 2 PE	5 Healthy Living * 1 HL/Swimming * 2 Cooking & Nutrition * 2 PE	5 Healthy Living * 1 HL/Swimming * 2 Cooking & Nutrition * 2 PE	5 Healthy Living * 1 HL/Swimming * 2 Cooking & Nutrition * 2 PE

Our curriculum aspires to be meaningful to each pupil's personal development as a unique individual and foremost to be one in which every pupil can succeed and thrive and become an assertive, independent and confident citizen who is equipped to live safe, healthy and happy lives and who will be able to engage and make positive contribution to their community. For this to happen, this curriculum is implemented using a range of learning approaches, appropriate to the needs of our pupils. These will include sensory and practical activities, which enable pupils to use the skills learnt in a functional manner, alongside differentiated and structured tasks that give them opportunities for developing collaborative and problem-solving skills.

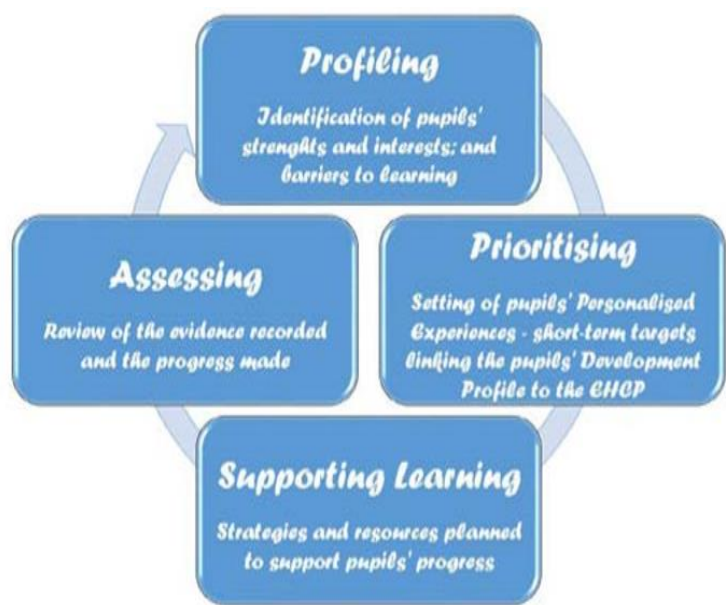
The content of each Area of Development provides our pupils with a holistic curriculum, whilst focussing on what is most important for the development of each pupil.

Meaningful experiences through theme-based activities, linked to the pupils' interests taking place in a range of environments both inside and outside the classroom, is planned to use and expand on the learning ideas plans developed by each pathway team.

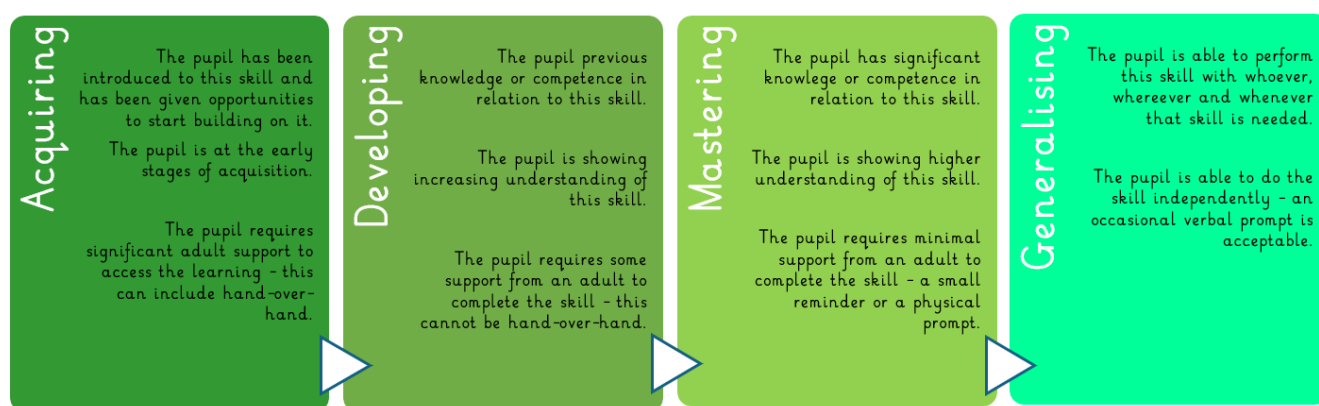
Our literacy program (see our Literacy Strategy) focusses on supporting teachers in developing the functional literacy skills needed by our pupils to cope at an adult level in everyday situations whilst our work-related program (see our Work-Related Strategy) focusses on ensuring pupils apply the transferable skills learned in the classroom in a real-life context, develop an understanding of work and its related responsibilities and broaden their awareness of the world of work.

5. Personalised Provision

As our pupils have a range of educational needs, they may have 'spiky' profiles with varying abilities across the six Areas of Development. The uniqueness of each of our pupils makes it paramount to provide an individualised curricular development framework.



❖ Each pupil has their own Development Profile which identifies individual progress and priorities based on an assessment of need. It is very important though to clarify that this Development Profile is not a checklist of skills to be worked through but a progression framework, designed to give an “at a glance” overview of the pupils’ main learning development areas and the areas for focus. Teachers evaluate the extent to which they think their pupils are developing using a progress scale based on four Development Indicators - the Profiling Stage.



- ❖ Once each pupil’s strengths, interests and main barriers to learning have been identified - the Profiling stage, the next step is the Prioritising stage, in which a number of personalised targets are set and directly linked to the Areas of Development of the curriculum as well as the pupil’s EHCP steps towards a specific outcome - the Prioritising Stage. The purpose of these personalised targets is to assist staff in drawing development targets which are appropriately targeted to ensure each individual pupil develop and progress. There is an emphasis on the provision planned in order to support pupils to make progress, not on the timescale. This allows for flexibility in the amount of time required for these personalised targets to be achieved and to which point on the progress scale.
- ❖ Bespoke provision is developed for each pupil, thus allowing teachers’ lessons and resources to be planned in direct response to a pupil’s individual needs and interests, taking account of their barriers to learning - the Supporting Learning Stage.

- ❖ Essential to this development framework is the recording of progress of each pupil to ensure that evidence which may be in form of photos, written statements or examples of work can provide essential information on pupils' progress and development - the Assessing Stage. (see our Teaching & Learning and Assessment policy)

Each aspect of the school life is expected to be a planned learning experience and we are able to gauge rigorously the impact of our curriculum on each pupil's development and put in place intervention, where necessary so that all pupils make outstanding progress.

Through a mix of behavioural, developmental and educational approaches, with the goal of enhancing cognitive, communication and social skills whilst minimising behaviours that challenge, we offer all our pupils a unique and well-structured curriculum that is broad and balanced and designed to give them the knowledge, skills and cultural capital they individually need to succeed in life; to support them to make outstanding progress in all areas of their learning so they can continue their learning journeys into adult life; to meet all their individual needs; and address potential social disadvantages.

We also focus very much on how our young people process the world around them. Our staff through each pupil's individual Development Profile have a clear view of the way each pupil is seeing their environment, what they are seeking, and what they are over-stimulated by. Having this information is vital to help pupils engage into learning and be motivated for longer periods of time. Once the pupils' sensory needs have been addressed, we can build in these vital elements within their school day. For example, if a young person especially seeks movement and vestibular stimulation, regular movement breaks can be built into their schedule, using these breaks to support learning, and so maintain concentration levels. Activities throughout pupils' school day are tailored to their learning style and sensory needs, thus encouraging participation in the breadth of the curriculum.

6. Enrichment Activities

Enrichment opportunities extend learning beyond the classroom and are explicitly linked to the Five Drivers:

- a Sense of Self is developed through PSHE, Zones of Regulation, mentoring and RSE.
- a Sense of Community is nurtured through school council, charity events, eco-projects and teamwork.
- a Sense of Culture is built through arts, literature, RE and cultural celebrations.
- a Sense of Wonder is encouraged through Forest School, science weeks, enquiry-based learning and creative showcases.
- a Sense of Future is embedded through careers education, work experience, college links, enterprise days and travel training.

These experiences broaden horizons, build confidence and connect learning to the wider world.

Enrichment activities provide opportunities to generalise classroom learning into other environments and allow pupils to experience new situations throughout the school day and beyond so that teaching and learning is not confined to the classroom.

Our pupils enjoy many educational visits to the local area (supermarket, cafes, shops, parks) or to a place of interest in London or further afield such as Ingrebourne Valley Centre, Jump London, Colchester Zoo, ELHAP Adventure playground or our residential in Trewern in Wales for our KS4 pupils.

All through the year we have a school calendar bursting with celebrations of a wide range of cultural national and international events. Highlights for the coming year include European National Language Day, Halloween Carnival, Valentines and Pancake Days, celebrations of Christmas, Diwali, the Chinese New Year, Easter and more.

Riverside Bridge School Extended Curriculum also encompasses all activities that take place outside the normal school day.

The provision of these Extended Curriculum opportunities is developed as a direct result of the school's ethos:

- to present pupils with challenges that will equip them to become more resilient and realise their full potential;
- to help pupils realise their own self-worth;
- to develop self-esteem and independence;
- to develop skills in particular areas;
- to develop pupils' interest in leisure time activities out of school;
- to develop both fine and gross motor skills and co-ordination and balance;
- to develop social, communication and behaviour skills;
- to improve fitness levels and develop awareness of having a healthy lifestyle.

As a fully inclusive school, we aim to encourage and include as many of our pupils as possible to take part in our Extended Curriculum provision in order to give our pupils as many opportunities as possible to be part of a team, group or club where they can develop personally, socially and learn new skills.

7. Impact and Evaluation

Impact is measured holistically through triangulation of EHCP outcomes, developmental profiles, academic attainment, independence skills, and pupil well-being.] Evidence sources include assessment data, work scrutiny, moderation, pupil and family voice, attendance, behaviour logs, and post-16/19 destinations. Regular curriculum review cycles ensure intent, implementation, and impact remain ambitious, inclusive, and effective and is reported termly to governors.

8. Links with other Policies

This policy is linked to our:

- EYFS Policy
- Sixth Form Provision Policy
- Teaching, Learning and Assessment Policy

