

Sixth Form Provision Policy



RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE



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A meaningful and fulfilled life for All

Developing Functional, Life and Employability Skills

Riverside Bridge School provides a broad and balanced curriculum for young people with a range of additional complex needs including with complex layered needs including Severe Learning Difficulties, Moderate Learning Difficulties, Communication Disorders, Sensory Needs, Physical Needs, in preparation for the next stage of their adult life.

Our Sixth Form provides an environment where these young people will be supported to grow and develop as individuals with a personalised learning programme that prepares them for adulthood.

We offer specific pathways for our young people to follow in order to ensure all their needs are catered for and for the students to have the best possible outcomes. We continue to have high expectations and expect all our young people to achieve accreditations whilst in our Sixth Form, with a continued focus on communication and cognition, alongside work experience and the opportunity to develop entrepreneurial skills depending on the needs of the students.

We provide all our students with a functional curriculum that ensures they are confident in living within the community and be as independent as possible when it comes to buying groceries, booking a doctor's appointment, joining a sports/musical/art club, going to the swimming pool and keeping themselves healthy whilst ensuring themselves and those around them are safe.

Our curriculum also has a focus on ensuring our students know how to have a voice and listen to each other's opinion, how making the right choices may have an effect on their own rights and those of others, how important it is to show respect to everyone and to everything, whatever differences, beliefs, cultures, backgrounds we may have, we believe all students will be motivated and equipped to make a positive contribution to the local and national community. We promote 'British Values' through a spiritual, moral, social and cultural curriculum which will support the development of the 'whole young person'.

Cultural capital, defined as the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping them to engender an appreciation of human creativity and achievement" (Ofsted School Inspection Handbook 2019), also plays an important part in all our students' education to ensure our Sixth Formers reach their full potential, broaden aspirations and achieve personal success and social mobility, whatever their starting point. Cultural Capital is developed in a range of ways such as providing opportunities to explore new activities, through lunchtime and after-school clubs; teaching students about a wide variety of arts; prioritising school trips; and encouraging questioning, curiosity and creativity to ignite a passion for learning; in a nutshell living a life as fulfilling as possible.

We work together with parents/carers and multi-agency providers to provide each student with a personalised provision which will provide stretch and progression and enable each of them to achieve the best possible outcomes in adult life, helping them to go on to achieve the best outcomes in employment, independent living, health and community participation, so thereafter they will be able to leave Riverside Bridge School to secure, depending on their needs, care or educational placements, work placements, supported employment, voluntary work and play active roles in our local community.

1. The School's Vision

Our vision is to cultivate a safe and inclusive community where every individual feel empowered, valued and respected. We strive to foster effective communication, emotional well-being and lifelong learning, encouraging curiosity, independence and a meaningful role in society.

The school's values of Achievement, Independence, Inclusion, Resilience, Respect and Well-Being aim to create excellent attitudes to learning, to build character, to shape the mindsets and behaviours of future independent and

responsible adults and promote the highest achievement for our students. We want ALL our students to be able to gain as many life skills and as much independence as possible whilst with us so later on in their life they can thrive in our community and become resilient, respectful and accomplished citizens.

We will achieve this by:

- providing a stimulating learning environment, where all students can access a range of exciting activities, designed to educate, stimulate and challenge;
- creating an ethos in which everyone is valued and respected and where students are motivated, supported and encouraged to strive for success;
- providing the highest quality of teaching and learning, through a skilled and appropriately trained and dedicated staff team;
- ensuring all students will have access a range of accredited courses which will increase learning opportunities and raise achievements;
- providing outstanding care, support and guidance for all our students through a caring and nurturing community resulting in their excellent behaviour and high-quality personal development;
- preparing our students for adult life by taking part in independence and self-help skills programmes;
- where appropriate, working with our students towards gaining the skills necessary for paid employment through a range of work-related experiences, activities and project search;
- working in partnership with students, their families, professionals and local authorities, to prepare the leavers for life after Riverside Bridge School.

2. The Intent of our Curriculum

- Preparing young people for adulthood with high aspirations for as fulfilling an adult life as possible;
- Providing a curriculum suited to the needs of each young person and based on their education, health and care plan to develop communication, cognition, physical and sensory development, social, emotional/mental health and independence;
- Ensuring the voice of the young person is heard at all times;
- Ensuring all students will have access a range of accredited courses which will increase learning opportunities and raise achievements;
- Planning for the future and ensure effective transitions;
- Learning in real life contexts to become competent, motivated and confident young adults;
- Applying functional skills in a range of practical contexts to facilitate positive community access, evidenced by the students' ability to contribute to the completion of every day and independent living tasks;
- Ensuring work experience provides a range of opportunities to explore possible future careers;
- Working closely with in-house or borough multi-agency teams and Community Health, Employment and Housing and Social Care services/groups to ensure the future of all our students is planned and shaped for the best outcomes;
- Sustaining good standards of physical, mental and emotional well-being and be as fit as possible to participate in society;
- Providing a stimulating learning environment, where all students can access a range of exciting activities, designed to educate, stimulate and challenge;
- Creating an ethos in which everyone is valued and respected and where students are motivated, supported and encouraged to strive for success;
- Providing the highest quality of teaching and learning, through a skilled and appropriately trained and dedicated staff team;
- Providing outstanding care, support and guidance for all our students through a caring and nurturing community resulting in their excellent behaviour and high-quality personal development;
- Preparing our students for adult life by taking part in independence and self-help skills programmes;

- Where appropriate, working with our students towards gaining the skills necessary for paid employment through a range of work-related experiences, activities and project search;
- Working in partnership with students, their families, professionals and local authorities, to prepare the leavers for life after Riverside Bridge School.
- Ensuring all students will be able to communicate effectively and safely at school, home, and in and with the wider world;
- Ensuring all students become confident and emotionally resilient young adults who identify and appreciate their own strengths;
- Developing skills for supported or independent living;
- Becoming active members in their local communities;
- Contributing to planning their own routines and futures;
- Transitioning smoothly into their next destination.

2.1 What does Preparing for Adulthood mean?

- **Employment** – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies;
- **Independent Living** – this means young people having a choice, the control and the freedom over their own lives and the support they have, their accommodation and living arrangements, including supported living;
- **Community Inclusion and Participation**, including having friends and supportive relationships, and participating in, and contributing to, the local community;
- **Health** - being as healthy as possible in adult life.

Additionally, students continue to develop their functional skills in English, Maths and ICT on a daily basis.

EMPLOYMENT - Work Experience, Enterprise and further education includes:

- Developing the skills and knowledge for work or college. The main topic areas are planning for work through careers education, information advice and support, taking part in work activity and enterprise in and for the community.
- Work activity will start in familiar settings such as jobs in class progressing to work placements onto, where appropriate, external work placements, individually or as a group.
- Our students have a personalised timetable of work experience during their time in the Sixth Form – the direction for this is set by each student's EHCP, transition plan and their individual needs.
- Placements vary widely and may include being involved in a class led business/enterprise, supported placements internally or externally or unsupported placements where and if appropriate.
- As part of our school's Careers Programme, the school's careers lead will continue to research and understand the opportunities available in and around the surrounding area that will be of the most benefit to your students. visit other education and training establishments to provide a full understanding of what opportunities are available to our students.
- During their time in the Sixth Form, all students take part in enterprise activities as we feel it provides an excellent opportunity not only for developing skills required in adult life and the workplace but also for social and community inclusion. The Sixth Form will offer opportunities to experience including running classroom businesses including a snack stall, a café, a sweet shop, a car wash service, a Christmas craft stall.

Accreditation Courses: AQA Unit Awards, OCR Life and Living Skills Entry Level 1 - 3

INDEPENDENT LIVING

Needed to lead as an independent adult live as possible.

- The main areas of study include daily living skills such as shopping, cooking, laundry, cleaning and looking after their own home/space, travelling around the community, budgeting and personal care skills such as dressing, washing, hair care as well as being safe in the home.
- The students will have opportunities to be taught out in the local community where appropriate; they may also attend residential experiences which enable them to practise being away from home and develop their independence.

Accreditation Courses: AQA Unit Awards, OCR Life and Living Skills Entry Level 1 - 3

COMMUNITY INCLUSION AND PARTICIPATION

- community, look after the environment and have safe and successful relationships, both face-to-face and when using social media.
- As part of the curriculum, the students are given more chances to engage in the local community in Sixth Form. Being out in the community provides an opportunity to teach skills they need to be as independent as possible.
- The students are enabled to make choices around places to go in their leisure time, to develop the skills required to make and sustain friendships and to develop positive values and beliefs about the world around them.
- The students engage with a wide variety of enrichment activities, including trips to the local community. These outings include, although are not limited to, visiting local cafes and restaurants where students can learn to order food and leisure opportunities such as the cinema and going shopping. All of these experiences will help our students to develop their social skills, learn how to budget and help get them used to local travel by bus and train.
- The students continue to learn about British Values and democracy and the need to be responsible towards others and also to understand and embrace the notion that society is diverse and everyone should be respected and valued. These skills will be assessed by AQA Unit Award Scheme Courses.
- The students are taught to become actively involved in their communities. We will continue to build relationships with local companies, especially to enhance our work placements as well as regularly supporting charities, including a local homeless charity, through donations.
- We also believe it is important to support all our students to develop their social and cultural groups so we further facilitate joint social and creative projects with students from other local provisions and external providers like the LSO.

Accreditation Courses: AQA Unit Awards, OCR Life and Living Skills Entry Level 1 - 3

HEALTH

- We support students to be aware of and manage their own physical and mental health as independently as possible.
- The students learn about healthy living and will be encouraged to exercise and keep fit and healthy through PE and swimming sessions, the development of gross and fine motor skills through activities such as artwork, physiotherapy, making choices around healthy eating, awareness about substance and alcohol misuse and sex and relationship education. These skills are assessed by AQA Unit Award Scheme Courses.
- The students access Personal Social Health Education (PSHE) as well as Relationship and Sex Education (RSE), which may take the shape of formal lessons and/or more informal Social and Emotional Development sessions.
- The students have the opportunity to access sporting facilities and nature walks in the local area as well as to take part in borough sporting events.
- The health and well-being of our students are central to everything that we do in our Sixth Form. By building communication skills and enabling all students to have a voice, we will learn their likes and dislikes to create a suitable timetable to develop their ideal week. Part of our delivery of the Education, Health and Care Plan involves assessing what it is our students need to become a

happy, healthy adult. By giving them choices and opportunities, the students will feel empowered and live their life in a way that suits them, supporting their health and well-being into adulthood.

- We work closely with the allocated Occupational Therapist and the Speech and Language Therapists to support the sensory and communication needs of students. Using the Zones of Regulation scheme, we continue to teach the students to manage their own emotions and develop strategies to support their emotional well-being and behaviours, preparing them for when they leave school.

Accreditation Courses: AQA Unit Awards, OCR Life and Living Skills Entry Level 1 - 3

2.2 The Curriculum Progression

- Being prepared for adult life and being as independent as they, as an individual, are able to be.
- Developing independent living skills and work-related skills.
- Moving from familiarity and routine to less familiar and new skills, such as in school then to in-housework experience to eventually taking part in work experience with local employers.
- Progressing from generic life and work skills to very specific skills in individual contexts.
- Gaining practical skills, increased knowledge and have positive attitudes towards self and others in the community.
- Achieving and progressing through ASDAN accreditation courses, AQA Unit Award schemes.
- By making a successful transition to a post-school pathway of continued education, work or voluntary community enterprises which are considered a life progression.

2.3 The Curricular Pathways

We will have students of all abilities at Riverside Bridge School Sixth Form. In order to meet the needs of all our sixth formers, we have two pathways to ensure every pupil's individual learning needs are carefully considered and assessed on entry to ensure that they are placed on the correct pathway. - pre-formal or semi-formal. Through termly assessment and personalised targets, students' progress and pathways will be reviewed.

Curriculum Name:

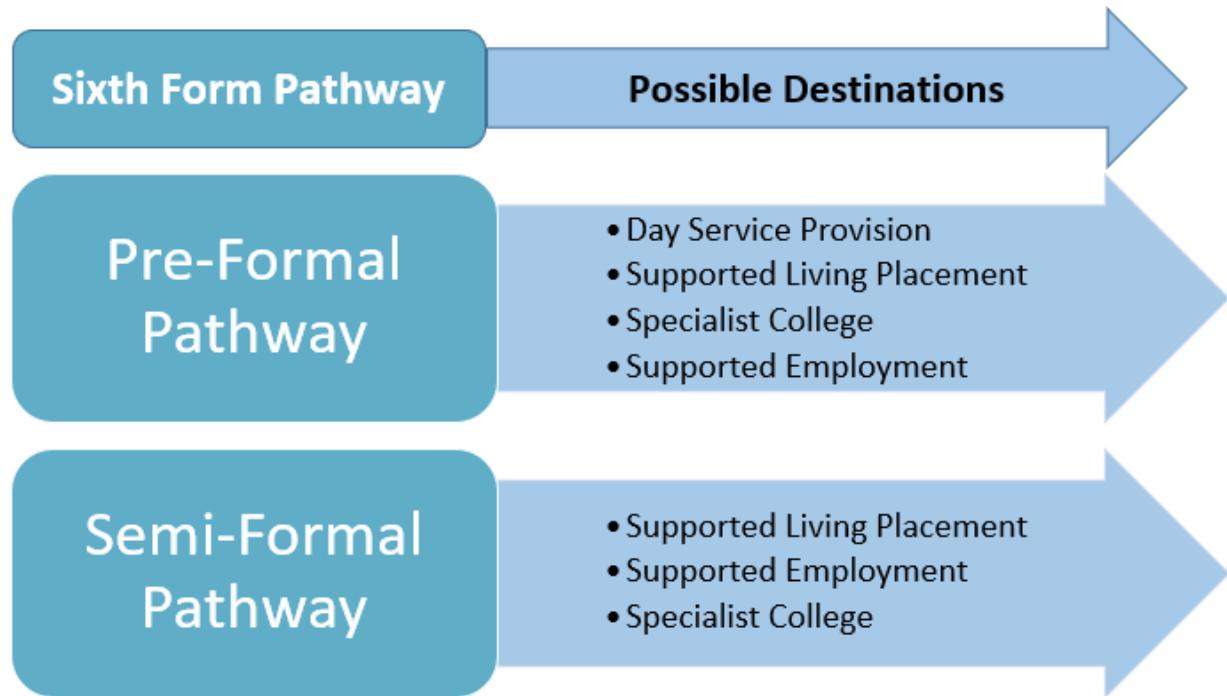
Year 12 Year 13

The school uses the Flow Curriculum and pupils are identified as being on Flow 1 – Pre-formal, Flow 2 – Semi-Formal and Flow 3 – Formal.

Whichever pathway a student is on depends upon a number of factors including:

- personal aspirations and long -term life expectations/outcomes
- education, Health and Care Plan strengths and needs
- attainment at the end of Key Stage Four in literacy and numeracy, developmental stage and level of independence

For example, students on the pre-formal pathway may take part in work activity through joint community projects whilst in semi-formal and formal, there may be increased emphasis on individual work experience placements and skill development.



Each pathway ensures that the students' educational journey is tailored to meet their needs as well as to challenge them. Learning will be planned around the individual needs, interests and ambitions of the young person. Therefore, the Sixth Form team will work in partnership with the young person and their families to develop the right learning programme so that our students can achieve their long-term goals.

2.4 Personalised Learning

Each student's learning programme will provide:

- functional Skills (Literacy, Numeracy, Communication and ICT);
- self-help;
- employability skills;
- independence including Travel Training if appropriate;
- social skills;
- Work-Related Learning and work experience;
- inclusion opportunities with the local community and other Sixth Forms;
- 1:1 session with in-house or borough multi agency teams;
- links with local colleges.

Our aim is to equip the students with the skills they will need to become valued and integrated members of our community.

The curriculum is enriched by a range of creative and physical education programmes and opportunities, including extra-curricular activities, residential trips, sports clubs and hobby clubs.

A well-established and thriving work-related learning programme and work experience opportunities, alongside college link courses, will support the students' growing independence and readiness for life after school.



2.5 How is progress be measured?

- In order to provide an effective transition to Sixth Form, staff complete transition meetings. This ensures that assessment data from KS4 is shared with teams to ensure the next steps for learning are planned and aspirational outcomes are set to further learning;
- Sixth Form students continue to have an Annual Review meeting to review their EHCP outcomes and plan for transition and next steps. Progress towards Communication, Cognition, Physical and Sensory and Social, Emotional and Mental Health outcomes in each student's Education, Health and Care Plans;
- Progress towards their personalised curricular targets including appropriately levelled functional skills will be recorded on the school's platform and assessed 3 times a year;
- Progress in AQA Unit Award Scheme Courses;
- Progress in line with pupils' EHCP targets and outcomes.

The Riverside Bridge School Five Drivers in Sixth Form

Our Sixth Form curriculum is designed around the five whole-school drivers that form the golden thread of learning and personal development at Riverside Bridge School:

- **A Sense of Self (Empower):** Sixth Form students build confidence, resilience, and positive self-identity through communication, emotional literacy, and personal responsibility. Programmes such as Zones of Regulation, PSHE, and RSE enable students to recognise and regulate emotions, while celebration assemblies and enterprise achievements promote pride and independence.
- **A Sense of Community (Empower):** Students develop empathy, teamwork, and responsibility. Opportunities include participation in School Council, charity events, community placements, and collaboration with peers in group projects and enterprises, fostering citizenship and a commitment to social responsibility.
- **A Sense of Culture (Inspire):** Through literature, art, music, RE, and cultural celebrations, students gain exposure to diverse perspectives, heritage, and creativity. Trips, assemblies, and projects with organisations such as the LSO extend cultural capital, promoting respect and understanding of diversity.
- **A Sense of Wonder (Inspire):** Students are encouraged to ask questions, investigate, and explore. Outdoor learning, science projects, enterprise innovation, and creative arts cultivate curiosity, problem-solving, and a love of learning.
- **A Sense of Future (Achieve):** Preparation for adulthood remains central, including careers education, employability, independence, financial literacy, and transition planning. Work experience, enterprise

initiatives, and supported college links ensure students are ambitious, informed, and prepared for their next steps.

Together, these drivers inspire, empower, and equip our Sixth Formers to thrive in adulthood and beyond.

Bridge Skills Framework in Sixth Form

The Bridge Skills i.e. communication, cognition, physical and sensory development, social and emotional development, and skills for life, provide the foundation of our Sixth Form curriculum. They ensure every student progresses in line with their EHCP outcomes and future aspirations:

- **Communication:** Ensuring all students develop the ability to express themselves effectively, safely, and with increasing independence, through speech, AAC, sign, and digital communication.
- **Cognition:** Building problem-solving, functional literacy, numeracy, and ICT skills, applied in real-life and community contexts.
- **Physical and Sensory Development:** Supporting health, regulation, and independence through therapies, PE, swimming, physiotherapy, and access to sensory regulation strategies.
- **Social and Emotional Development:** Promoting confidence, resilience, well-being, and healthy relationships, with embedded use of Zones of Regulation and restorative approaches.
- **Skills for Life (Independence):** Developing practical life skills such as cooking, budgeting, travel training, personal care, and employability, ensuring readiness for adult life.

By embedding the Bridge Skills across all pathways (Flow 1 – Pre-formal, Flow 2 – Semi-formal, and Flow 3 – Formal), our Sixth Form provision ensures that every student can transition into adulthood with confidence, resilience, and purpose.

Work Experience and Enterprise Opportunities in Sixth Form

In addition to developing the Bridge Skills, all Sixth Form students take part in meaningful work experience and enterprise activities. These are tailored to individual needs, aspirations, and EHCP outcomes. Work experience begins in familiar school-based settings such as classroom jobs, supporting with snack cafés, and enterprise stalls, before progressing to in-house placements across the school and then, where appropriate, external placements with local employers. These opportunities enable students to develop employability skills, confidence, and independence in real-world contexts, while also building strong links with the local community and preparing them for adulthood.

Planned Accreditation:

- AQA Unit Awards
- OCR Life and Living Skills Entry 1 –3

We want our students to leave school and be prepared for the next stage of their life journey.

We want to support them to play an active role in their local community, through taking part in activities and living locally in supported or independent living.

We want our young people to make their own decisions whenever possible. We want to ensure that those who lack capacity are empowered to make as many decisions for themselves as possible and that any decision made, or action taken on their behalf is done so in their best interests. Decisions about mental capacity are made on an individual basis and may vary according to the nature of the decision. Someone who may lack capacity to decide in one area of their life may be able to do so in another.

We want our students to have happy and healthy futures and therefore also support them to develop skills to manage their emotional and physical health needs, independently or with support.

We want our Sixth Form personalised approach to ensure that all our students access a curriculum suited and bespoke to their individual needs whilst ensuring pupil voice and aspiration drives through our offer.

3. Links with Other Policies

This policy is linked to our:

- Appraisal policy
- EYFS Policy
- Teaching, Learning and Assessment Policy
- Curriculum Policy

