



The Bridge Curriculum Statement

September 2025

What are the curriculum aims at The Bridge?

- To remove the barriers to learning due to significant periods of poor mental/physical health.
- To encourage re-engagement with learning by building confidence and self-esteem in a small classroom setting.
- To build resilience.
- To give pupils a clear routine.
- Enable pupils to re-engage with a peer group and educators, to enable them to be a socially aware group member.
- Create an education pathway that will lead to pupils being ready and confident to return to a Mainstream or SEND school setting.

What do we expect pupils to get from this?

- To have the confidence to engage with education staff.
- To feel valued, with their voice heard.
- To feel courageous, confident and safe to 'have a go' in a small secure and supportive learning environment.
- To understand individual differences and be empathetic and tolerant of individual differences, opinions and needs.
- To achieve the level of independence to prepare for being educated in a Mainstream/SEND setting.

How our curriculum is planned:

- Child-centred planning to address gaps in learning and link content to pupils interests.
- Planning based on pupils admission WRAT 5 levels and Reading Age.
- Consultation with medical professionals, network and family through 6 weekly reviews.
- Engagement through individualised planning based around high interest enriched curriculum and exposure to sensory stimulating, practical activities.
- Assessment of needs through exposure to age appropriate National Curriculum materials, where possible, differentiating accordingly.
- Individual, personalised reintegration support to Mainstream/SEND settings.

Implementation

- Provide child-centered, scaffolded work at appropriate academic levels based on assessment that equips pupils with coping strategies to manage an educational environment.
- Acknowledge the need for a settling in engagement period, if necessary, where the initial focus is on high interest activities and project work. Timetable adjustments can be made where necessary (attendance pathway).
- Complete a WRAT 5 baseline assessment and Reading Age assessment upon arrival.
- Use assessment information provided by home school (if available) in collaboration with our baseline to provide a context for prior learning.
- Work closely with schools to update on attendance and progress in 6 weekly review meetings.
- We follow The National Curriculum for each subject ensuring that it is delivered through Adaptive Teaching Methods to make it appropriate and meaningful to all pupils.
- Opportunities for educational visits, cookery sessions, project work and community action/charity projects.
- We acknowledge for some children, regression in their learning may have occurred due to long periods of time out of school due to their mental or physical health.
- Work provided with challenging and engaging content.
- We establish any gaps in learning, which may have occurred due to time missing in school and address these through intervention sessions.
- Offer a balanced curriculum for all pupils which includes

<u>Key Stage 3 (Y7 & Y8 Secondary)</u>	<u>Key Stage 1 & 2 (Primary)</u>
English	English
Maths	Maths
Theme (History, Geography, Science, RE)	Theme (Art, History, Geography, Science, RE)
ICT/Programming	ICT
Art & Design	Enrichment
Enrichment	

Impact

- Our assessments are varied, to gain different types of information about the learner. Summative and formative methods of assessment are utilised.
- We hold review meetings every 6 weeks to share progress with home schools, families and other professionals involved in a pupils care.
- We assess pupils via regular progress tasks.
- We create our own classroom targets, which the pupils work towards daily. Where appropriate, we use and contribute to EHCP plans to help target particular skills identified.
- Pupils on reduced timetables will also have targets linked to their attendance.

How do we know if we have a successful curriculum?

- Pupil voice feedback (The Bridge Ambassadors), staff voice and parental voice.
- Daily individual feedback and weekly learning reflection logs for the pupils
- Learning walks and lesson observations.
- Regular marking and feedback with student. Pupils are encouraged to respond to their feedback.
- Successful transitions back to Mainstream/SEND settings from The Bridge.
- Pupils attendance data.

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