Local Procedure/Protocol

School/Home Name:	**Bridgeway School**
Local Procedure/Protocol Title:	**Curriculum Protocol and Procedures**
Linked to Group Policy Title & Code:	**OPSP11 Curriculum Policy**
Date Reviewed:	**September 2026**
Next Update Due:	**July 2027**
Procedure/Protocol Lead:	**Kirsty Boardman**
Procedure/Protocol Sponsor:	**Richard Collins – School Development Lead**

EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

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1. CONTEXT

1.1 Bridgeway School is a co-educational, independent specialist day school providing high quality education for boys and girls. Based in Preston, the school caters for pupils with autism and other associated needs, including speech, language, communication difficulties and social emotional and mental health needs. All pupils at Bridgeway School are in receipt of EHCPs (Education Health Care Plan), targets are reviewed annually with staff, parents/carers and relevant local authorities.

ASC is a lifelong disability that affects how a person makes sense of the world, processes information and relates to others; it is often described as a 'spectrum disorder' because the condition affects people in different ways and to varying degrees.

1.2 Bridgeway School benefits from fantastic grounds within a stunning rural location. This contributes to making our school a positive and happy place in which to learn, work and live and we make full use of the environment. Bridgeway School is well-resourced and has a comprehensive range of facilities including a science laboratory, a food technology room and a forest school. Class sizes are deliberately small in order to ensure pupils feel well supported by our highly skilled staff team of education, pastoral, care and therapy staff.

2. VISION, AIMS AND INTENT

2.1 Resilience. Qualifications. A Sense of Wellbeing. Self-Belief. Independence

At Bridgeway School, we aim to provide an ambitious, exciting and varied curriculum that supports pupils to develop knowledge and skills as appropriate to their age, ability and stage of development. The curriculum has been developed to prepare pupils for life and to encourage all pupils to develop a thirst and love of learning. We are ambitious with our pupils learning as we prepare them with life skills and confidence taking them into adulthood; on a daily basis, we promote the spiritual, moral, cultural, mental and physical development of pupils.

Despite the additional needs of our pupils, we expect all pupils will leave with a variety of academic qualifications that will support their life ambitions. Our current offer is a mix of GCSE and vocational qualifications offered both on site and at alternative providers. Our curriculum is updated and changed to match needs and ambitions of our cohorts. Through the collaborative work of our teachers and a curriculum rolling programme.

By the time pupils leave Bridgeway School we intend that all pupils have:

- **Qualifications**: Pupils leave with a range of qualifications, appropriate to their ambitions and needs
- **Self-Belief**: Pupils are confident in their own abilities
- **Resilience**: Pupils are able to cope with the challenges of life in appropriate ways
- **Independence**: Pupils are able to make safe, informed decisions and live independent lives.
- **Well-being**: Pupils value their own and respect the well-being of others and are able to undertake a variety of strategies to support theirs and others wellbeing.

Curriculum structure

Intent					
Curriculum vision	At Bridgeway School, we aim to provide an ambitious, exciting and varied curriculum that supports pupils to develop knowledge and skills as appropriate to their age, ability and stage of development. The curriculum has been developed to prepare pupils for life and to encourage all pupils to develop a thirst and love of learning. We are ambitious with our pupils learning as we prepare them with life skills and confidence taking them into adulthood				
When our pupils leave want them to have:	**Resilience** We challenge and support our pupils academic and social development	**Qualifications** We want pupils to leave with qualifications that will enable them to lead independent lives with the ability to move into further education or careers of their choosing	**A sense of well being** Pupils will understand how to keep themselves safe and healthy and make informed life decisions	**Self-belief** We want our pupils to believe in themselves and feel that they can accomplish whatever life throw at them	**Independence** Pupils are to leave with the skills and knowledge that enables them to live the most independent life possible
Implementation					
To achieve our aims we are:	**Pupil Centred** Pupils are at the centre of all we do	**Aspirational** We aim to provide the best possible curriculum for our pupils, regardless of their backgrounds, needs or previous educational experiences		**Therapeutic** Clinical staff are an integral part of our approach	
How do we achieve our aims?	- Support our pupils to grow as human beings - Support our pupils to deal with life's challenges	- Variety of pathways to meet pupils needs (GCSE, vocational, Btecs) - Constantly evolving curriculum - Adaptive teaching	- Outdoor Education - Enrichment - Clinical support - PSHE - SMSC links in subjects	- ITAC outcomes - Pathway plans - Clinical sessions - All staff have regular clinical CPD	- Outdoor Education - Enrichment - Futures - Work placements
Impact					
What does the impact look like?	- Pupils leave with a range of qualifications (BTEC/entry levels – GCSE) - Significant impact in attendance form previous settings - Pupils go on to further education/work - Pupils EHCP targets met - Clinical needs supported				

3. ROLES AND RESPONSIBILITIES

3.1 *Leaders at Bridgeway School ensure that:*

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes
- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child's progress and next steps

3.2 ***The teaching staff at Bridgeway School ensure that:***

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives.
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents.
- A range of teaching and differentiation strategies are used to ensure all our pupils are stretched and able to progress at their own pace.
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment.
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning.
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress.
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps.
- Subject leads provide support and advice for colleagues and monitor progress in their subject area.

3.3 ***Clinical staff ensure that:***

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils.
- Suggestions, strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood.

3.4 ***All staff ensure that:***

- High expectations are maintained for pupils and themselves at all times.
- Reading, learning and high aspirations are role-modelled by all members of the school community.
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach.
- Pupils are supported to express themselves appropriately socially and emotionally.
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence.
- Pupil achievements are celebrated, and positivity is promoted in all aspects of school life.

4. IMPLEMENTATION

4.1 *Curriculum Design*

Our pupils often start at our school at different levels, with gaps in learning and varying experiences of education. The curriculum ensures that pupils are given exposure to skills at repeated points throughout their school careers to enable them to build on previous learning and apply to new situations. Classroom teachers plan subjects to build up to success, with key skills being shared across subject areas. Repetition and application of skills and knowledge in a variety of contexts and

areas allows our learners to make connections so that they can do more and remember more, reinforced by our pedagogy jigsaw.

At Bridgeway School, we ensure that pupils are prepared for life after their time at the school by ensuring that our pupils' skills and knowledge are developed and built on at each stage of their education to give the best chance of success after leaving Bridgeway School. By using regular assessments and ITAC *(Individual Team around the Child)* meetings, staff are able to support pupil's ambitions and meet their individual needs, and ensure the correct support is put in place. The choice of qualifications at Bridgeway School is tailored to meet the needs of our pupils, ranging from GCSEs to entry level and vocational qualifications. The decision to what qualifications each pupil sits is taken by consultation with parents/carers, pupils, class teachers, clinical team and SLT (Senior Leadership Team).

Throughout the academic year, cultural capital events are built into each half term to celebrate learning and creativity.

These include:

- Different culture days World Culture lessons, food, music, RE and sports
- Art days
- Sports day
- Performance days (music, drama, poetry)
- World autism day

Curriculum Delivery

Our school timetable comprises of 25 teaching periods per week for each year group. Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical support from the Speech and Language Therapist, Mental Health Practitioners, Music therapist, Occupational Therapist, Assistant Educational Psychologist and Clinical Psychologist.

Most pupils at Key Stage 4 are taught by subject specialists. Some pupils may have bespoke timetables that take account of particular strengths and areas of need. Individual interventions are planned as required in order to close gaps in knowledge and skills, supporting pupils to make progress.

Our timetable has been carefully designed to meet the individual needs of our existing cohort. This includes careful planning in order to reduce transitions and plentiful opportunities to support sensory, social communication and mental health needs.

Through high quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all pupils are challenged to achieve the best possible outcomes and make progress across all Key Stages. Detailed schemes of work are used to ensure pupils cover the content for their key stage and close any gaps in knowledge, so they are prepared for the following key stage and transition. The delivery of our key focus areas related to learning, work and life are reflective of age, stage, and carefully selected learning experiences based on individual pupil needs. A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom and personal development activities
- Interdisciplinary approaches, using strategies from education, care and therapy

- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/workbooks/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning

Implementation

We offer a full range of National Curriculum subjects, ensuring that each child follows a broad, balanced and relevant curriculum. Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and for life in modern British society and prepares them for the opportunities, responsibilities and experiences of later life.

Through careful planning, we ensure our curriculum is:

- **Pupil centred:** Through individualised pathways and planning.

- **Aspirational:** Pupils are able to undertake a range of qualifications and all staff set high expectations.

- **Therapeutic:** Our on-site clinical team provide a range of therapeutic interventions to provide wrap around support to all pupils.

4.2 ***Key Stage 2 (Years 4 - 6)***

KS2 pupils start in our nurture class. Pupils follow the National Curriculum, with additional English and Maths support delivered one to one where appropriate. Bespoke schemes of work are used to ensure pupils cover KS2 content and make up any gaps in knowledge so they are prepared for KS3. All KS2 pupils are provided with swimming lessons in line with the national curriculum.

Our KS2 curriculum is as follows:

Key Stage 2 Curriculum	
English ***(including phonics if not through stage 5)***	5 periods
Maths	4 periods
Science	4 periods
Creative	2 periods
Computing	1 period
World Cultures	1 period
Humanities (History, Geography)	2 periods
Physical Education (PE)	2 periods
PSHE & Careers	2 periods
Enrichment	2 periods

4.3 *Nurture Key Stage 3 (Years 7 – 9)*

Nurture pupils in KS3 continue to be taught for most subjects in their own dedicated form classrooms. The Nurture group accesses National Curriculum subjects with a continued focus on reading. Pupils are taught by their form teachers for English, Maths, Science and PSHE/Careers/Citizenship but progress to being taught by a wider range of other subject specific teachers for the rest of the curriculum. They visit specialist teaching rooms as appropriate to the subject eg the ICT, Food Technology and the Art room. Pupils are given exposure to modern foreign languages and different cultures in a weekly lesson. The curriculum is sequenced from entry in year 7 and 8 to provide pupils with an introduction to MFL through lessons on World Cultures and a European and World "tour" exploring European countries and languages. This aims to support cross-curricula links and knowledge by providing pupils opportunities to build History, Geography.

This dedicated class is staffed by highly experienced staff with a focus on pupils developing the social and communication skills needed to thrive in secondary school. The provision in our year 7 Nurture classes is supported by additional input from our on-site clinical team, which enables individualised planning and bespoke support programmes. This carefully structured setting helps our pupils to transition to Year 8 and beyond.

Our KS3 curriculum is as follows:

Subjects	Nurture Buttermere	Other KS3 classes
English	5 Periods	4 Periods
Maths	4 Periods	3 Periods
Science	4 Periods	3 Periods
Humanities (Rotation History and Geography)	2 Periods	2 Periods
Computing	1 Period	1 Period
Creative (Art, DT)	2 Periods	2 Periods
Food	1 Period	1 Period
PE	2 Periods	1 Period
World Cultures	1 Period	Culture Days
PSHE, Citizenship & Careers*	1 Period	1 Period
Life Skills	N/A	N/A
Outdoor education	Summer term	5 Periods
Enrichment	2 Periods	2 Periods

Additional Rationale

Religious Education is delivered through 'Ready to Learn' sessions and assemblies, with the celebration of religions and faith days mapped out in our SMSC calendar. Music is delivered through therapy by a music specialist, Ready to Learn periods (to facilitate relaxation, focus, and readiness for academic tasks), Enrichment Time, or through the Creative Curriculum of Art and DT.

Key Stage 3 not in Nurture

Pupils in KS3 study a broad and ambitious curriculum. As well as the 'core subjects' of English, Maths and Science, pupils also study the 'foundation subjects' of Creative (Art, DT), IT, Humanities (History, Geography), Food Technology, Physical Education, Personal Social & Health Education, and Citizenship & Outdoor Education. Religious Education is delivered through 'Ready to Learn' sessions and assemblies with the celebration of religions and faith days mapped out in our SMSC calendar. Modern Foreign Languages is given exposure through Culture days as part of the SMSC calendar with events such as European Day of Languages celebrated. Additional support is provided where necessary if pupils have gaps in knowledge or have a specialist interest or talent.

4.4 *Key Stage 4 (Years 10 – 11)*

We have a Key Stage 4 nurture group (Grasmere) which offers a different pedagogical approach as pupils in this group are taught via a sensory based curriculum and supported by the clinical team to support cognition and learning needs. As well as following Entry level specifications and other qualification specifications, the group has specific lessons on life skills with the aim to develop independent living skills.

This dedicated class is staffed by highly experienced staff with a focus on pupils developing the social and communication skills and independent skills to support them in life. The provision in Key Stage 4 Nurture is supported by additional input from our on-site clinical team, which enables individualised planning and bespoke support programmes. This carefully structured setting helps our pupils to transition to life beyond Bridegeway school.

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from AQA unit awards, Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, ICT, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations and these include English Literature, Humanities, Catering, PE/Sport, Separate Science, Business Studies, Computer Science and DofE. Option choices are reviewed each year to meet the needs of the pupils in the cohort.

Each pathway is individualised to meet each pupils needs and remains as flexible as possible to support pupils in the best possible manner. Pathways are designed to meet pupils EHCP targets and personal ambitions. If a pupil requests to pursue a subject that is not a current offer, this is considered, and we will endeavour to make the subject or qualification available E.g. RE short course, the study of a particular language, music etc. This may be through our curriculum, online learning platform, liaising with other schools that offer a subject or Alternative Provision.

In addition to the subjects listed above, KS4 pupils also have weekly enrichment time, giving them further opportunities to develop their social and communication skills and a chance to undertake a wider range of activities. Enrichment targets are aimed at developing pupil's wellbeing and supporting their social and communication skills.

Any options not currently offered can be discussed on an individual basis with the leadership team

KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

The KS4 curriculum is as follows:

	Key Stage 4 Curriculum		
Subjects	**Nurture Grasmere**	**Year 10**	**Year 11**
English	4 Periods	4 Periods	4 Periods
Maths	4 Periods	4 Periods	4 Periods

Science	2 Periods	4 Periods	4 Periods
PE	2 Periods	2 Periods	2 Periods
Computing	2 Periods	2 Periods	2 Periods
PSHE, Citizenship & Careers*	2 Periods	1 Period	1 Period
Option 1		3 Periods	3 Periods
Option 2		3 Periods	3 Periods
Creative (Art, DT)	2 Periods		
Food Technology	2 Periods		
Life Skills	2 Periods		
Enrichment	2 Periods	2 Periods	2 Periods

Accreditations we offer are as follows:

4.5

Accreditations currently offered	
Core subjects	
English	English Language GCSE (AQA) English Literature GCSE (AQA) English Functional Skills (Edexcel)
Maths	Mathematics GCSE (Edexcel) Maths Entry Level (AQA) Functional Skills Level 1 (Edexcel)
Science	Combined Science: Synergy GCSE (AQA) Biology GCSE (AQA) Chemistry GCSE (AQA) Physics GCSE (AQA) First Award in Applied Science (Edexcel) Science Certificate Entry level (AQA)
PE	PE GCSE (OCR) BTEC Firsts Sports (Pearson) Technical Award in Health & Fitness (NCFE)
ICT	ICDL Level 2 ECDL (BCS) Digital Functional Skills (Edexcel)
Options	
Design & Technology	Design Technology GCSE (AQA) Certificate in Design Technology Entry Level (AQA)
Humanities	History GCSE (AQA) Geography GCSE (AQA) History Entry Level (OCR) Geography Entry Level (OCR)
Art & Design	Art & Design GCSE (AQA) Arts Award (TCL)

Careers	Skills for further learning & employment (Open Awards) Preparation for Working Life (AQA)
Computing	Computing Science GCSE (OCR) Business Studies (OCR)
Hospitality	Food & Nutrition GCSE (AQA) First Award in Hospitality (Pearson) BTEC Home Cooking Skills (Pearson)
MFL	Entry Level French or Spanish (AQA) Additional languages available for pupils with a second language
Vocational	Professional Business Administration (OCR) Technical Award in Health & Fitness (NCFE) Fishing management (C&G) Motor Vehicle Studies (ABC) Duke of Edinburgh

Key Stage 5 (Years 12 – 14)

At Key Stage 5 the DfE's 16-19 study programmes provide our sixth form pupils with a structured learning programme which supports development, progression and pupil aspirations. A combination of all the elements below are provided to each pupil:

- Substantial qualifications offering stretch and preparation for transition to education at the next level or for employment (offered on-site or as part of a bespoke package with a link FE college as linked to pupil need).
- English and Mathematics where a GCSE at grade 4 has not yet been achieved.
- Work experience and/or work-related learning.
- Other non-qualification activity to develop character, broader skills, attitudes and confidence and to promote a successful transition to adulthood (including PSHE/Citizenship/Careers, Employability, Personal Development and Enrichment).

KS5 pupils continue to access clinical/therapeutic input as appropriate to their needs.

Our KS5 provision is for pupils who would benefit from an extended placement at Bridgeway to prepare them for their next steps such as a local college or training programme or to finalise their accreditations if they arrived late in KS4.

The KS5 curriculum is as follows:

Key Stage 5 Curriculum	
English	4 periods
Maths	4 periods
Computing	2 periods
Physical Education	2 period
PSHE & Careers	2 period
Vocational Subjects	8 periods
Life Skills	3 periods
Work Experience	as appropriate

4.6 *Residential Pupils*

There are no residential pupils at Bridgeway School.

4.7 *Homework*

At Bridgeway School, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. For example, a homework 'menu' may be offered where pupils can choose a range of activities linked in with their learning experiences for the half term. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home.

Ready to Learn

Every morning starts with breakfast in form rooms. This is an important time for building social skills and starting the day positively. After breakfast, pupils take part in the 'ready to learn' programme. These sessions focus on SMSC, additional Literacy, Numeracy and our clinical team led, Zones of Regulation.
On Wednesdays, everyone (staff and pupils) enjoys a range of reading activities to promote a love of reading.

Enrichment

Each week pupils receive two periods of enrichment activities. These activities are designed to develop pupils social and communication skills, expose pupils to cultural capital, offer a tangible goal for the week and provide pupils with opportunities for additional experiences to broaden their understanding of the world we live in. Pupils can work towards additional qualifications during their enrichment activities.

A sample of activities are:

- Baking classes
- Additional sports (trampolining, cycling, climbing)
- Language classes
- Art activities
- Animal experiences
- Forest school
- Swimming

We believe that pupils should not just develop academically, but should leave our school equipped with a range of experiences that develop them as individuals. We believe that by exposing pupils to a range of different experiences we allow them to thrive and grow. All activities are mixed year groups, and regularly take place within our local community. This allows pupils to see the wider world and develop communication skills.

Outdoor Education

All pupils have the opportunity to undertake Outdoor Education during their time at Bridgeway School, with all KS3 pupils having weekly lessons planned as part of their core curriculum and KS4 pupils being able to access the provision through Duke of Edinburgh, Enrichment options and regular Cultural Capital trips.

We believe Outdoor Education is a valuable opportunity for pupils to:

- Develop their social communication skills
- Develop resilience
- Have opportunities to work as a team
- Undertake experiences they would not normally partake in
- See and feel the benefits that exercise and time outside can have on their physical and mental wellbeing

All lessons are planned by a fully qualified Outdoor Education instructor, with support from our Clinical team to tailor activities to support our pupil's individual needs and EHCP targets.

Lessons are undertaken using our onsite facilities (poly tunnel, forest school area and sensory gardens), and through off site, planned activities.

Planned activities for 2024-2025 include:

- Trips to places of local natural beauty
- Water sports activities
- Trips to place of natural beauty further afield
- Camping and overnight stays
- Bushcraft sessions
- Mountain biking qualifications
- Horticulture and land management qualifications

Cultural Capital

First-hand learning and memorable experiences help develop a young person's experience and skill set in life, increasing pupils' future opportunities. All forms have regular Cultural Capital trips which allow different groups to go out and enjoy a range of experiences within the wider community all of which are linked to areas of the curriculum. Trips are planned to give pupils a range of different experiences through their time at Bridgeway School. These include:

- Trips to places of worship
- Museum visits
- Theatre visits
- Visits to places of natural beauty
- Work in our local community, including supporting the residents of a nearby care home
- Visits to Universities and colleges
- Visits to places of work

4.8 ***Reading***

At Bridgeway School, reading is integral to our curriculum. We are committed to ensuring that all pupils leave us as 'a reader' and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided, when necessary, in line with a pupil's individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges. There are half termly whole school reading initiatives to promote reading for pleasure and the activities are delivered by all staff across all curriculum areas and, where appropriate, link to our SMSC calendar of events.

All staff at Bridgeway School are leaders of literacy. Literacy CPD has been given to staff and is delivered half-termly to ensure that high standards of literacy are used at all times.

Extended responses are expected from pupils in response to feedback; this is done at regular intervals
throughout each half term. All subjects support the development of pupil's vocabulary through classroom displays, key vocabulary banks in books and regular CPD from the literacy lead.

Reading is timetabled each week by all pupils during ready to learn sessions and staff are expected to plan, model and scaffold reading into all areas of the curriculum.

4.9 ***Oracy***

Oracy statement

Oracy is a fundamental component of our curriculum, integral to students' cognitive, social, physical and emotional development. It encompasses the ability to communicate effectively using spoken language, engage in dialogue, and listen actively. We recognise oracy as a vital skill that underpins not only academic achievement but also students' ability to participate fully in a democratic society, both within and beyond Bridgeway School.

We believe that Oracy skills are essential for students to articulate their ideas, feelings and needs, collaborate with others, and engage critically with diverse viewpoints. Developing these skills prepares students for future personal and professional success, enhances their capacity to learn across the curriculum, and promotes well-being by fostering confidence and self-expression.

- Develop students' ability to [express themselves], speak fluently, coherently, and confidently in a range of formal and informal contexts.
- Equip students with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others.
- Teach students to listen actively and respond appropriately to the contributions of others.
- Encourage students to use spoken language [choice boards/word mats] to reason, question, and challenge assumptions and opinions.
- Provide opportunities for students to present information and ideas clearly, using appropriate language [word choices] and tone for different audiences and purposes.
- Work closely with Speech and Language therapists to consider the best approaches for developing confident speakers.
- Plan opportunities for integrated structured talk activities, such as discussions, debates, presentations, and role-plays, into lessons and throughout the school day.
- Ensure that classroom environments are conducive to effective communication, encouraging respectful dialogue and valuing every voice.

4.10 ***Therapeutic Provision***

Our on-site clinical team work with teachers and support staff to provide a 'Zones of Regulation' curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

On site, there is access to a Speech and Language Therapy, Occupational Therapy, Educational Psychology and Mental Health Practitioners. These professionals are available to work with groups in the classroom, conduct a variety of assessments, have 1:1 therapy sessions and offer to support to
the staff team to deliver individual programmes of support to pupils. The therapy team are also play an active part in our iTAC (Internal Team Around the Child) process.

This is where key staff that work with an individual pupil, meet on a regular basis to review progress towards targets and EHCP objectives and discuss the next steps or additional support that may be required for further
progress.

Our clinical team have helped plan a Zones of Regulation curriculum that is delivered by classroom staff during ready to learn. This helps pupils:

- Understand and regulate their own emotions.
- Communicate their frustrations in a positive manner.
- Develop social communications.

- Develop self-help and coping strategies.
- Support development of empathy.
- Develop individual social and communication targets as set out in individual pupils EHCPs.

4.11 ***Physical Education***

All pupils access PE lessons at Bridgeway School with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area but some may also take place off-site e.g. swimming. We also offer PE as an option subject at KS4-5 for those pupils who would like to pursue a related qualification.

4.12 ***PSHE, Citizenship and Careers Education***

All pupils access PSHE and Citizenship at Bridgeway School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education).
2. Relationships (including statutory Relationships and Sex Education).
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child's 16th birthday (please refer to the school's RSE (Relationship, Sex Education) Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from an independent careers advisor. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

British Values/ PSHE

At Bridgeway School, we prepare our pupils for life in modern Britain through promotion of British Values through assemblies, formal lessons and regular trips and visits into the wider community.

Pupils are given the chance to experience the cultural and spiritual diversity of life in modern Britain through formal lessons in RE, Life Studies and regular trips and visits.

Our PSHE curriculum gives pupils the chance to discuss a range of issues, allowing them to develop the skills and knowledge to make safe, healthy and informed life choices. Our curriculum is tiered to discuss
topics at age appropriate points and takes into account the wishes of our pupils and their careers. The curriculum plan is flexible to allow staff to deliver sessions in accordance to the needs of our

learners, and ensure any matters for discussion can be addressed to ensure or pupils needs are met at all times. PSHE is timetabled once per week for all pupils

At Bridgeway School, we aim to raise aspirations, challenge stereotypes and encourage pupils to consider a range of career options. Through careers education and guidance, it is hoped that pupils will be encouraged to make the most of their talents and to go on to jobs or courses which suit pupil's individual needs, knowledge, understanding and potential.

Pupils can only fulfil their potential if they understand themselves, their abilities and the possibilities available to them both now and in the future.

Pupils from Year 7 onwards will also have regular guidance from an independent careers advisor.

RSE and Health Education

(Please see RSE policy for further information)
As of September 2026, there is a new RSE framework which is statutory for all schools. Parents have the right to withdraw their child from part of the RSE education delivered as part of PSHE.

Topics are planned in a sensitive manner, to ensure topics are covered at appropriate points. Topics are planned into the PSHE curriculum using PSHE Association guidance and resources, some topics of
RSE are covered in other subject areas such as Religious Education and Science. The curriculum is regularly reviewed, with additional support available to pupils for more sensitive topics if required. The curriculum plan is flexible to allow staff to deliver sessions in accordance to the needs of our learners, and ensure any matters for discussion can be addressed to ensure or pupils needs are met at all times.

4.13 ***Handwriting***

In line with Ofsted expectations and the DfE's The Writing Framework (2025), we recognise fluent, legible and automatic handwriting as a foundational skill. Writing depends on both transcription (handwriting and spelling) and composition. When transcription is not automatic, cognitive load increases and limits pupils' ability to communicate ideas effectively. Our aim is for all pupils to develop handwriting fluency, speed and legibility so they can focus on planning, structuring and expressing their thinking.

Handwriting is explicitly taught and practised through a consistent, evidence-informed approach following assessment from the OT and personalised strategies created for each pupil. Pupils will receive short handwriting sessions where needed, beginning with posture, grip and paper positioning before letter formation. Teaching follows a clear progression from motor-skill development and pre-writing patterns to accurate letter formation, legibility, speed and stamina. Dictation activities provide opportunities to practise transcription separately from composition, reducing cognitive demands for developing writers.

4.14 ***Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics***

At Bridgeway School, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies and in PSHE/Citizenship/Careers lessons.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including 'extremist' views.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

We provide an education that provides pupils with opportunities to explore and develop their own moral values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

Throughout the curriculum, we encourage pupils to respect the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

As part of the wider SMSC curriculum, pupils are encouraged to act responsibly and work to support their own and the wider community. Work is carried out on the development of pupils understanding of institutions such as Police, Fire, NHS, Post Office, Law and Courts etc. Coupled with this, pupils are supported to understand democracy in society and how to participate in processes such as voting in local and national elections through the use of mock election processes.
We understand the key role this plays in allowing pupils to achieve and develop both academically and socially. These key concepts will be promoted throughout the curriculum and in all aspects of school life.

Protected Characteristics

The school pays particular regard to the Equality Act 2010 and the characteristics set out in it. Protected Characteristics are taught and embedded into all aspects of our school curriculum. Ready to learn sessions have explicit sessions focusing upon and discussing key themes around protected characteristics and diversity. In March 2022 Bridgeway School gained our Silver UNICEF Rights and Responsibility award, from September 2022 we are working towards gaining our Silver award.

4.15 ***COVID-19 Recovery Curriculum***

At Bridgeway School, we recognise that pupil well-being is at the forefront of our recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 *Impact*

The impact of the curriculum at Bridgeway School is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for further learning, work and life. We recognise that we may never see the long-term impact of our curriculum but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to our curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes.
- Pupils will remember what they learn and make progress in all subject areas.
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning.
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs.
- Pupils will have identified possible career pathways in line with their strengths and interests.
- Pupils will have an understanding of different workplaces.
- Pupils will have developed a range of skills transferrable to the workplace.
- Pupils will be far less reliant on adult support and will be working towards independence in many ways.
- Pupils will be socially and emotionally prepared for transition to further education, employment or training.
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence.
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies.
- Pupils will have an awareness of their rights and responsibilities, and they will be able to express their own views effectively.
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities.

Staff use a variety of formal and informal assessment strategies to track pupil progress and plan appropriate interventions where possible. To minimise anxiety and distress for our pupils, assessments are planned within all year groups to ensure pupils are given a routine and develop strategies to cope with formal assessments.

Pupils are given updated targets at regular intervals to ensure they understand what their next steps are and how to progress to them. SLT conduct weekly work samples to monitor pupil progress, middle leadership and SLT also conduct regular learning walks each half term to monitor pupil progress and support staff development.

Middle leaders drive pupil progress and lead the QA process under the direction of the Deputy Head Teacher. Assessment and progress monitoring ensures that lessons are tailored to meet the individual needs of each pupil. By formal and informal assessments, pupil friendly next steps ensure that pupils are able to see the next steps in their learning and progress towards their end of key stage targets.

5.2 *Assessment*

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked throughout the year via formative assessment and three times a year via summative assessment and recorded on our assessment tool known as Arbor.

Wherever possible, we enter our Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

Our expectation is that all Key Stage 4 and 5 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

5.3 ***Monitoring***

The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Bridgeway School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

6. CURRICULUM MODEL

6.1

7. REFERENCES

National Curriculum 2014.

SEND code of Practice 2014.

Ofsted Education Inspection Framework September 2023.

8. ASSOCIATED FORMS

This policy should be read in conjunction with the following school and Witherslack Group policies and procedures:

- Accessibility Policy
- All subject policies
- Feedback, Marking and Assessment Policy
- Careers and Transition Policy
- Evaluating Teaching Policy
- Equal Opportunities, Equality and Diversity Policy
- Key Stage 4 Options Booklet
- Positive Behaviour Support Policy
- PSHE and Citizenship policy
- SEN Policy
- Reading Strategy
- RSE policy
- SMSC and British Values Policy

9. APPENDICES

None