Bridge School Malvern

Review period	Bi-anually
Document Owner	Sue Hornby
Last reviewed	November 2026

Curriculum Policy

1. Legislation and guidance

This policy reflects the requirements for schools to provide a broad and balanced curriculum as per the Education Act 2002, section 78, in that it promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

2. Curriculum aims

The aim of the Bridge School Malvern (BSM) curriculum, is to:

- Provide a broad and balanced education that's coherently planned and sequenced so that children accumulate the personal and practical skills and knowledge they need for a successful transition to adulthood.
- Help pupils to recognise their barriers to learning and develop strategies to manage and overcome them, and apply those strategies in a range of settings.
- Enable pupils to understand concepts and acquire skills.
- Have a high ambition for all pupils.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning and towards themselves.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

- Equip pupils with the knowledge and cultural understanding they need to succeed in life.

The overarching intention of the curriculum is that pupils develop a balanced understanding of their challenges and how to manage them. That they leave as mature, confident, self aware and resilient young people who are able to make positive contributions to their communities and experience a fulfilling adult life.

3. Roles and responsibilities

3.1 The governing board

The governing board's education subcommittee will monitor the effectiveness of this policy and hold the headteacher to account for its application.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its obligations and teaching a broad and balanced curriculum which includes English, maths, science and (subject to providing the right to withdraw) religious education.
- Proper provision is made for pupils' education and health care plan (EHCP) recommendations to be fulfilled.
- Pupils from year 10 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims identified in 4.1.
- Individual education plans (IEPs) provide the information to ensure that the individual needs and EHCP requirements are met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Requests are managed to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all awarding body requirements.
- Proper provision is in place for pupils with different abilities and needs.

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The SENDCo and line managers of the vocational, functional skills and PSHE teams will ensure that

- Qualifications are completed according to schedule
- The standards of the awarding body are upheld
- Evaluation of progress and target setting is carried out according to the assessment policy
- Suitable adjustments for SEN pupils are made in accordance with the school's equal opportunities policy.

4. Organisation and planning

4.1 Aims and guiding principles

All pupils on roll at BSM have EHCPs. Their needs tend to be complex and dynamic. The curriculum is designed to build happy, confident and responsible young people who go on to contribute positively to society as independent adults.

Children may come on roll at BSM in years 7, 8, 9 or 12. (entry at years 10 and 11 is only permitted in exceptional circum-stances). Many tend to have had traumatic school experiences. High anxiety and low self esteem are common in children whose mainstream school experience may have unintentionally included social isolation, shaming and rejection.

Our guiding principle is that it is only when children are able to manage their anxiety and their behaviour, cope successfully in a range of social situations and engage in positive self reflection, can they engage in meaningful learning. Our curriculum is organised to prioritise learning in those areas and as such has a heavy emphasis on emotional regulation, communication and social skills, preparation for work and personal safety. These themes run through all aspects of the curriculum.

The BSM curriculum structure broadly reflects the key stages, ie KS3, KS4 and sixth form. However, it is recognised that children's progression may not correspond with their year group or key stage, and is generally not linear. Hence the BSM curriculum structure consists of Bridge stages 1, 2 and 3, as follows:

Bridge School Malvern

<table>
<tr><th></th><th colspan="2">National structure</th><th colspan="3">Bridge School Malvern structure</th></tr>
<tr><th>Age</th><th>Stage</th><th>Focus</th><th colspan="2">Stage</th><th>Focus</th></tr>
<tr><td>11</td><td rowspan="3">Key stage 3</td><td rowspan="3">Preparation for GCSEs</td><td rowspan="3">Bridge stage 1</td><td rowspan="3"></td><td rowspan="3">Life skill development*</td></tr>
<tr><td>12</td></tr>
<tr><td>13</td></tr>
<tr><td>14</td><td rowspan="2">Key stage 4</td><td rowspan="2">GCSEs</td><td rowspan="2"></td><td rowspan="2">Bridge stage 2</td><td rowspan="2">Further develop Stage 1
plus Vocational & employability skills.
Preparation for Adult life.
Work experience</td></tr>
<tr><td>15</td></tr>
<tr><td>16</td><td rowspan="2">Key stage 5</td><td rowspan="2">A Levels (or Level 3)</td><td rowspan="3">Bridge stage 3</td><td rowspan="3"></td><td rowspan="2">Further develop Stage 2

plus Independent living and increased work experience</td></tr>
<tr><td>17</td></tr>
<tr><td>18</td><td colspan="2"></td></tr>
<tr><td>18+</td><td colspan="2"></td><td colspan="2"></td><td></td></tr>
</table>

*Nationally standardised summative assessment is addressed in the assessment policy.

4.2 Organisation

All curriculum areas have a curriculum journey that maps to the school learning journey.

Bridge stage 1

Core learning	Life skill development* and learning skills Functional skills (FS) English** Functional skills (FS) maths** Practical science PE Relationships and keeping safe Music and art
Learning focus	Awareness of self and the world around me Understanding the world and my place in it Citizenship** Personal identification and values
Enrichment activities	Music; art; PE; visits and visitors; extension activities; engagement in wider school and community; opportunities to explore particular areas of interest.
Progression steps	I have a vocabulary to express how I feel and what I need I recognise my feelings and triggers I have strategies to manage my feelings and triggers I can start and end conversations appropriately and ask for help when I need it. I can show respect to staff and pupils. I can learn from mistakes without dysregulating I can reflect on my work positively without dysregulation I can identify my own learning style and needs I can plan and review a task I can work with others in a group I can engage in sessions and accept a level of challenge beyond my existing level of knowledge and understanding.

*Psychosocial skills
**City & Guilds qualifications available

Bridge stage 2

Core learning	Continuing with those in Bridge stage 1, plus careers guidance.
Learning focus	Functional skills maths and English Employability skills Vocational skills** (typically two from: Animal Care; Art; Construction; Horticulture; Hospitality) Employability skills** Preparation for Adulthood
Enrichment activities	Music; art; PE; visits and visitors; extension activities; engagement in wider school and community; opportunities to explore particular areas of interest, work experience.
Progression steps	I can complete portfolios and project work I can participate in displays and presentations. I can achieve units and qualifications I can engage in the careers programme I can take part in work experience

*Communication, social interaction, flexibility of thought and emotional regulation
**City & Guilds qualifications available

Bridge stage 3

Core learning	Continuing with those in Bridge stage 2 plus sheltered, supported and independent WEX
Learning focus	Functional skills maths and English Preparing for independent living Employability skills** Independent living skills Sheltered work experience (one of: online retail, small scale manufacturing or catering) Supported and independent work experience
Enrichment activities	Art; PE; visits and visitors; engagement in community; opportunities to explore particular areas of interest
Progression steps	I can achieve units and qualifications I can take part in work experience I am familiar with key employability skills I can apply employability skills to real life situations I am ready for employment or further training

*Communication, social interaction, flexibility of thought and emotional regulation
**City & Guilds qualifications available

Pupil progress may be fluid across the Bridge stages, irrespective of their biological age.

Progress may be determined by social and emotional development, past and current trauma.

The following are covered in PSHE and embedded in all three Bridge stages:

- Relationships and sex education, and health education
- Spiritual, moral, social and cultural development
- British values

The following are covered in humanities teaching:

- Current affairs
- Citizenship
- Geography
- History
- RE

Careers

Careers guidance is introduced at Bridge stage 2 to allow a period of settled achievement in Bridge stage 1 before introducing the uncertainty of change to children for whom change can be a significant anxiety provoking trigger.

In Bridge stage 2, pupils meet weekly with a specialist careers coach and begin the process of exploring progression opportunities, visiting colleges and workplaces, writing applications and attending work experience.

In Bridge stage 3, pupils may be provided with sheltered work experience and/or transitioned into off site work experience and work placements, with a view to permanent employment or training.

5. Inclusion

All pupils on roll at BSM have an EHCP. EHCP outcomes will be kept under review and EHCP updated at least once per year. EHCP reviews will be brought forward if there are significant developments and/or the EHCP is considered unfit for purpose.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils and those who have acquired high levels of specialist knowledge in specific fields of interest
- Pupils with low prior attainment
- Pupils with a history of low levels of school attendance and engagement
- Pupils from disadvantaged backgrounds including those in the looked after system
- Pupils with English as an additional language (EAL)

Teachers will plan lessons, in accordance with the Teaching and Learning Policy, so that pupils with a range of educational needs can access learning and will reduce barriers to learning for every pupil.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

The success of the curriculum will be monitored through:

- Staff evaluation of progress and target setting
- The Deputy Headteacher, Assistant Head of Sixth Form and the SENCO, ensuring the curriculum is delivered in a way that meets the requirements of pupil's EHCP
- The education sub committee of the governing board, monitoring the breadth and balance of the curriculum and its promotion of the spiritual, moral, cultural, mental and physical development of pupils and their preparation for adulthood. They will review:
    - Whole school Good Morning Bridge (GMB) topics
    - PSHE coverage
    - Visits and trips
    - Visitors and activities
    - Fundraising activities
    - Links with the local community
    - PE, art and music activities
    - Careers programme

The Teaching and Learning Manager together with the Headteacher will monitor the way subjects are taught throughout the school by:

- Lesson observations
- Learning walks
- Talking with pupils
- Book looks

This policy will be kept under review by the Headteacher and reviewed bi-annually by the education sub committee. The policy is available to the full board and forms part of new staff and governor induction.

7. Links with other policies

This policy links to the following policies and procedures:
SEND policy and information report
Equality and Diversity Policy

Bridge School Malvern

Assessment policy