



# Curriculum Policy (Upper Phase)

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# Version Control

Version	Author	Date	Changes
V 1.0	Executive Headteacher	June 2023	First draft
V 1.0	Executive Headteacher	April 2024	Review
V 1.1	Executive Headteacher	September 2024	Review
V 2.0	Executive Administrator	January 2025	Updated to reformat and include version control and reference number. Change “pupil” to “learner” and “school” to “provision”. Primary and secondary policies separated.
V 2.1	Primary Curriculum Lead	January 2025	Implementation updated to reflect current practice.
V 2.2	HR Director	July 2025	Changed author to Deputy Headteacher. Changed Secondary to Upper Phase.

# 1. Introduction

There are several different cohorts of learners that attend The Bridge. Learners with an educational, health and care plan are 'held' at The Bridge as an interim placement, awaiting allocation of a special provision permanent placement; allowing learners to receive core skills and socialisation. The Bridge is also used as part of a larger package for learners that are struggling to access mainstream education. This is organised by provisions across our county as well as the local authority. Local provisions are aware that The Bridge is a short-term placement and welcome our support to transition learners back to their mainstream settings. Finally, The Bridge offers education to learners who are either at risk of, or permanently excluded from their home provision while the local authority supports the learners' families in finding a new permanent placement.

Learners will remain registered with their 'home provision' whilst The Bridge delivers a 'turnaround' programme. This allows learners to gain a variety of qualifications, receive therapeutic interventions and be prepared for the transition to their next destination.

The curriculum at The Bridge delivers a high quality of education for every learner, (regardless of ability) we provide the opportunity to acquire new knowledge, become inspired and most importantly experience success. The Bridge provides a holistic approach to education for all learners, through both the timetabled subjects but also through the "hidden curriculum," such as trips and visits, careers, work experience, respect, regulation, and good mental health. The Bridge's curriculum is linked to our vision and values and reflects the learners we serve.

The curriculum is designed to promote attainment in the core subjects of English, maths, and science. Throughout our curriculum we have recognised that our learners often arrive feeling anxious and have various barriers to learning as well as low self-esteem and negative experiences. Although the emphasis on academic achievement remains crucial, raising their self-esteem and boosting their confidence is our main priority.

Our curriculum comprises planned lessons and activities which we organise in a particular order to promote personal growth and development for each of our learners. Our curriculum seeks to ensure that we foster progression alongside independence and responsibility in all our young people. We ensure that all our young people have a broad, balanced, and relevant education which provides continuity and progression but most importantly takes individual starting points and individual learning styles and differences into account. We aim to teach our learners how to grow into positive, responsible people, who can work and co-operate with others while developing the knowledge and skills which will enable them to achieve their full potential.

All subjects are planned and designed to deliver the curriculum in a way that excites and energises our learners and enables them to learn deeply and respond creatively and confidently. Therefore, regardless of their starting date with The Bridge, all learners will leave with new knowledge, gaps filled, qualifications achieved and some barriers to learning dissolved. This is based on a minimum of a twelve weeks provision.

# 2. Values

Our curriculum is how we achieve our objectives of educating learners in the knowledge, skills and understanding that they need to lead fulfilling and successful lives. Our provision curriculum is underpinned by our provision values;

- **Friendship;** many of our learners have come from settings where maintaining friendships has been difficult. Therefore, we start all transitions with a primary focus on relationship building. In addition, our curriculum embeds the notion of friendship and trust; whether this be through the daily teamwork during lessons, PSHE understanding healthy relationships or team building activities outside of the classroom. The skills being taught to maintain healthy friendships are ones that can be taken beyond provisioning at the Provision.
- **Respect;** we understand that not everyone will always agree, be friends or want to be around each other. However, rooted within our curriculum and beyond, is the absolute need to respect each other; respect that views may differ, likes and dislikes may change and that culture, choices and lifestyles may not be the same. Learning how to respond to decisions, events or scenarios is a critical life skill that is necessary beyond education, with respect at the helm.
- **Effort;** as many of our children have spent time out of education for varying reasons, we understand that self-esteem is a significant barrier. Therefore, instead of rewarding completed work, we look to applaud effort. We

want learners to realise that they are making progress simply by putting in effort and trying their best. In addition, trust and communication can be a real challenge for a lot of learners and it is vital that non academic efforts are considered as important and rewarded.

- **Equity;** Regardless of education background, socioeconomic status, academic ability or cultural diversity, every child at the Provision is given the tools they need to succeed. Equity is a compulsory and vital provision expectation and is immersed within all aspects of the curriculum but regularly focused on specifically within PSHE and SMSC.

Through our curriculum we teach and celebrate the value of **FREE**dom. Our whole provision values of "**FREE**" also articulates what we strive for our learners as they are "**FREE**" to achieve, free to have opinions, free to be themselves, free from the effects of intimidation, from bullying and from low aspiration.

At the Provision we promote a programme of wrap-around pastoral care ensuring our learners' emotional and social needs are met whilst encouraging curiosity and inquisitiveness. We challenge our young people to take responsibility for their behaviours, improve attitudes to provision life and make academic progress across the range and breadth of curriculum opportunities available. Whilst every learner has different prior learning and levels of knowledge in all areas of the curriculum, we value those different starting points and promote the value of equity in every aspect of our curriculum.

The Provision's curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### 3. Aims

#### Curriculum Intent

At our Provision all learners have a right to access a curriculum that is enthralling, meaningful and appropriate to their individual needs whilst not compromising their entitlement. Lessons at The Bridge motivate, engage, and excite our learners. Clear routes of progression and development within curriculum planning result in coherence and continuity throughout the provision.

With the complex learning and behaviour needs of our learners we acknowledge that the needs of each individual are central and that the provision offered should be sufficiently flexible to enable learners to be placed at an appropriately challenging point on the continuum at any time during their provision career.

Our provision works in partnership with parents and the views of parents and learners are taken into account in achieving the appropriate balance between learners' rights to curriculum access and the need for some to access other experiences such as alternative curriculum, mainstream inclusion, therapy interventions or intensive tuition to enhance or consolidate core skills and talents. Curriculum development in conjunction with the needs of the individual strives to ensure maximum progress for all learners.

Our curriculum aims to:

- Ensure that all learners have access to a broad, balanced, challenging curriculum.
- Ensure quality curriculum content through systematic curriculum planning, monitoring and reviewing procedures.
- Ensure that all learners have access to an appropriately differentiated curriculum.
- Ensure that learners cover Programmes of Study and develop learning strategies needed to transfer between special provision and mainstream provision.
- Provide learners with access to accredited courses at Key Stage 4.
- Clearly identify progression pathways for children in year 10 onwards.
- Ensure that there is an equality of access to all Programmes of Study.

- Promote learner’s spiritual, moral, social, cultural and physical development in order to assist learners in becoming thoughtful and respectful citizens.
- Develop independence and life skills through experience and activities such as cooking food, mobility, residential and work experience.
- Prepare learners for the opportunities, responsibilities and experience of adult life.
- Monitor and assess learners’ progress for the purpose of ensuring high standards of achievement.
- Engage learners in understanding how they make improved progress through Assessment for Learning.
- Equip our learners with an understanding of respect for Fundamental British Values.

Research demonstrates that learners learn best when learning is connected, practical, cross curricular and linked to reality. At each stage of our curriculum our intent is to equip our learners with skills for their next stage of education and ultimately for life.

In Year 7 to Year 11 the curriculum is broad, balanced and relevant; it allows learners time to explore, deepen understanding and embed skills for life. There is an emphasis on connectivity between subjects, so the learners develop their understanding holistically and make the connection between what they are learning in class and the wider world.

### Individual Pathway

This pathway runs through Key Stage 1 to Key Stage 5. The aim of the curriculum is to ensure it considers the individual needs of each learner. For those learners who are significantly less cognitively able than their peers a bespoke curriculum is devised to ensure learners receive a curriculum that is appropriate, meaningful, and challenging and also that prepares the learners for adulthood and life beyond provision. There is a clear focus on developing knowledge, skills and understanding so that learners can live a purposeful, meaningful, and fulfilled life and are able to contribute to and be an active member of their community.

### Enrichment Pathway

The Enrichment Pathway is designed to aid all learners develop confidence, life skills, emotional literacy. The Enrichment Pathway is designed to be flexible in order to cater for a variety of needs.

The Enrichment Pathway Allows all learners to feel secure in their environment and their specific development.

The Enrichment pathway allows for provision of breakfast, break time activities and a secure space to eat lunch has allowed learners to develop socially, it focuses on the development of extra-curricular activities, hobbies, maintaining relationships/friendships and also developing an understanding of community values and a sense of belonging.

The Enrichment Pathway is supported and embedded throughout the curriculum and daily activities. learners can also follow AQA Unit Awards and ASDAN Bronze/Silver/Gold or short courses which further secures this knowledge and skills.

Learners also follow EHCP targets and Boxall Profiling which provide a focus for support. A core curriculum focus is to develop and improve the social, emotional and mental health of learners attending the Enrichment Pathway.

## Curriculum Implementation

Learners join The Bridge with their own individual learning needs, our curriculum implementation ensures that each learner is able to access a curriculum pathway that enables them to make the very best progress that they can. The provision has taken account of recommendations of the Rochford Review (October 2016) in developing parallel but interconnecting curriculum pathways across the provision. Learners can move between each curriculum model as they develop and move through the provision. The emphasis is always to provide an accessible curriculum that enables learners of all ages to develop behaviours for learning and skills for independence.

### Curriculum Implementation in the Upper Phase

The Upper phase curriculum is organised on a subject-based model with learners moving to specialist rooms and teachers. Interventions are implemented with identified groups and individuals. Setting according to ability and

personality occurs in all subjects enabling all able learners to be extended whilst allowing learners needing enrichment activities to be supported through greater differentiation.

### Travel training

Learning to travel independently and extending general independence skills in the wider community is a crucial element of the Key Stage 4 programme. Many learners achieve independent travel status and are able to use public transport by the end of Key Stage 4, however for some learners Travel training is ongoing and continues to form an important feature of the learners post 16 individual action plan.

### Accreditation

Subject	Entry Level		Functional Skills		ASDAN
English	Y		Y		Y
Maths	Y		Y		Y
Science	Y				Y
Geography					Y
Food					Y
Computing			Y		Y
PE					Y
Art					Y
Food Hygiene Certificate					
Emergency First Aid					
ASDAN Bronze/Silver/Gold					
AQA Unit Awards					

### Curriculum Delivery Model: Pillars to Learn

Learners who come to The Bridge will come presenting many complex needs. These can range from Trauma, Attachment, SEMH and ASD. Many of these needs will make learning hard for learners and will have to be addressed in part before formal academic learning can take place, therefore The Bridge utilises a pillar model to support and allow engagement.

Learners are provided with a purposeful, fun and engaging learning environment where we encourage learners to develop their independence and collaborative skills. Learning is focused on Communication, Cognition, Technology, Physical skills and Personal, social, emotional well-being. Learning will be creative and experiential; learners will be working towards differentiated outcomes appropriate to their individual needs.

### Delivery Model

Our model includes 4 curriculum pillars that prepare learners to learn by ensuring their clinical/therapeutic needs, social and emotional needs and academic needs are met. Our aim is to ensure that each pillar is in place to underpin the formal academic learning whilst continuing to develop therapeutic strategies and social and emotional skills that allow the learner to move successfully into adulthood.

#### Pillar 1: Engagement Steps

To prepare learners who are unable to access education by providing a programme of engagement and adapted curriculum to allow the development of basic cognitive skills that enable access to targeted clinical therapies and education. This is a time to build relationships and develop trust allowing the first steps for learners to engage with us and develop the confidence needed to thrive in education.

#### Pillar 2: Progression Steps

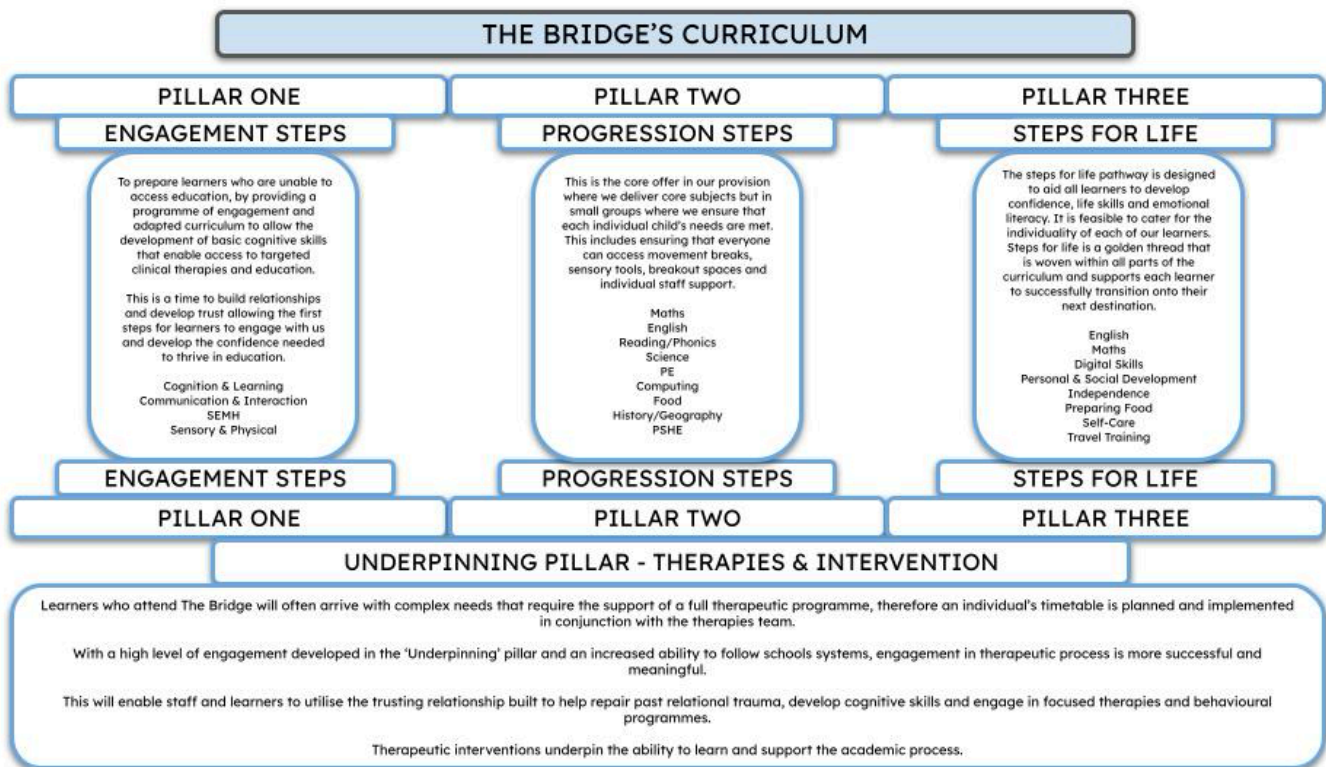
This is our core offer at all our provisions where we deliver core subjects but small groups where we ensure that each individual child's needs are met. This includes ensuring that everyone can access movement breaks, sensory tools, breakout spaces and individual staff support.

### Pillar 3. Steps for Life

The steps for life pathway is designed to aid all learners to develop confidence, life skills, emotional literacy. It is flexible to cater for the individuality of each of our learners. Steps for life is a golden thread that is woven within all parts of the curriculum and supports each learner to successfully transition onto their next destination.

### Underpinning pillar: Therapies & Interventions

Learners who attend The Bridge will often arrive with complex needs that require the support of a full therapeutic programme therefore an individual's timetable is planned and implemented in conjunction with the therapies team. With a high level of engagement developed in the 'Underpinning' pillar and an increased ability to follow provision systems, engagement in therapeutic processes is more successful and meaningful. This will enable staff and learners to utilise the trusting relationship built to help repair past relational trauma, develop cognitive skills, engage in focused therapies and behavioural programmes. Therapeutic interventions underpin the ability to learn and support the academic process.



## Activities to supplement classroom learning

All activities that are planned and implemented by staff will aim to directly and indirectly make an impact towards academic, EHCP and Boxall targets.

Offsite visits will be planned in collaboration with the learners. Visit aims will vary from increasing the daily physical activity of learners to experiencing new and interesting environments, increasing and understanding of local history and community. Learners will be taught how to research a variety of recipes that can be prepared in the kitchen area. They can develop their literacy and numeracy skills by costing and sourcing activities and resources. Learner's knowledge of health and safety and culinary skills can be advanced by preparing and producing a range of meals.

Other areas of learning can be discreetly taught to learners, such as basic biological concepts, when experiencing the farms, zoos and local gardens. The Team, in collaboration with the learners, will set daily and weekly targets. Reward activities will be offered frequently to reinforce progress and positive behaviour.

Learners will participate in a variety of collaborative activities that will target social development. For example, board games will be played in small groups to teach learners how to take turns, to show patience, to communicate with adults and peers and to experience winning and losing. Learners will participate in different forms of physical activity during their provision day. This will help to promote a positive mental and physical well-being, whilst encouraging a life-long enjoyment of physical activity. Examples of daily physical activity may include walking to local shops, completing a daily mile challenge, participating in sports for enjoyment and experiencing local parks. The local amenities are varied and of high quality.

## Curriculum Impact

At The Bridge there are a range of measures used to evaluate the impact of the curriculum across all our learning pathways.

These include:

<ul style="list-style-type: none"><li>• Progress measures using formative and summative assessment, these are recorded formally</li></ul>
<ul style="list-style-type: none"><li>• Senior Leaders/Curriculum leader work scrutiny</li></ul>
<ul style="list-style-type: none"><li>• Monitoring of learner well-being and engagement using classroom-based assessment and wellbeing sessions.</li></ul>
<ul style="list-style-type: none"><li>• Monitoring the impact of Social, Emotional and Mental Health Interventions through Boxall profiles</li></ul>
<ul style="list-style-type: none"><li>• Monitoring of EHCP provision plan targets.</li></ul>
<ul style="list-style-type: none"><li>• Reviewing learner behaviour plans to assess the impact of strategies and interventions</li></ul>
<ul style="list-style-type: none"><li>• Reviewing attendance data</li></ul>
<ul style="list-style-type: none"><li>• Learner surveys</li></ul>
<ul style="list-style-type: none"><li>• Parent surveys</li></ul>
<ul style="list-style-type: none"><li>• Parental feedback at EHCP reviews - Section A form</li></ul>
<ul style="list-style-type: none"><li>• Observation of learner engagement during drop-ins, lessons observations and learning walks</li></ul>

- Assessing the impact of transitions through learner well-being at the start of the new academic year or following a change in class.
- Destination data and follow up calls to learners, parents and carers to ensure transition to college, apprenticeship or employment has been successful.
- Feedback from other agencies such as social services, Early Help, College, Employers.
- Reviewing the impact of Safeguarding referrals and parents support and engagement.

## 4. Boxall Profile

The Provision team knows that young people learn best when they are happy and settled. At the Provision we are using the Boxall Profile to help us develop our learners' social, emotional, mental health and well-being. Using this tool will help us to tune into each learner's current developmental needs, identify any gaps and then plan to meet them. Positive relationships are at the heart of the Provision, and we use these relationships, together with play and creative activities, to give children key experiences at each different stage of their development to meet their needs.

The Provision will use the Boxall Profile® across the whole and this will enable us to uncover undiscovered moderate SEMH needs in learners. Using the Boxall Profile® is the best way to identify and address hidden SEMH issues, to ensure that every child and young person gets the support they need to engage fully with their education. Boxall Profile® assessments are not designed as a diagnostic tool for specific mental health conditions, learning difficulties or developmental difficulties. Instead, assessments are designed to help professionals understand and work more effectively with children and young people, in a way that's sensitive to the needs of the child or young person being assessed. Using the Boxall Profile® will give the Provision ability to generate unique lesson plans tailored to each child's specific SEMH needs, helping educational professionals to support and promote the emotional wellbeing of children and young people. The Boxall Profile® unique features are the ideal support to effectively tackle individual challenges as well as evidence levels of need across groups.

## 5. The Curriculum

At the Provision all our learners will have access to the following subjects. The subjects within the curriculum are:

- English
- Mathematics
- Science
- PSHE
- Geography/History
- Art and Design
- Physical Education
- Information Technology
- ASDAN short courses

Although The Bridge does not offer GCSE, our awarding body Open Awards provides Functional Skill qualifications which are dovetailed into GCSE. Therefore, when learners move onto their next destination or return to their home provision – they will not be at a disadvantage.

The Bridge will also work with home provisions to support any learners that may be entered for their GCSEs.

During the tutor time sessions every morning between 09:30-10:00 all aspects of SMSC will be covered. This includes all religious occasions, awareness events, current affairs, and social activities.

Through our curriculum, we aim to equip children with confidence, knowledge, skills, and attitudes which will enable them to:

- Develop appropriate and positive relationships with others.
- Know the difference between right and wrong.
- Develop confidence.
- Become creative, imaginative, and confident thinkers.
- Be problem solvers.
- Be unafraid of making mistakes.
- Challenge themselves to do even better.
- Be enquiring and feel able to ask questions.
- Develop a deeper understanding of their own and others' emotions and feelings.
- Form their own views and be able to articulate them.
- Be respectful towards others who are different and/or have different views.
- Become readers and writers.
- Have a sound knowledge of what it means to be British and the diverse nature of modern Britain.
- Be able to act appropriately in a range of "risky" situations.
- Develop a good sense of humour and a sense of perspective.
- Work as part of a team where necessary and appropriate.
- Be aware of how to live a healthy lifestyle.
- Know how to care for the environment.
- Encourage healthy debate and questioning.

The above is not an exhaustive checklist but sets out The Bridge's priorities for our young people's academic, personal, and social development. We recognise all our learners will have difficulties in different areas and gaps in their learning and differing experiences of education and learning. All work is differentiated to the highest standard and aims to take each learner on a learning journey taught at their individual level of need. To progress we firstly need to foster the courage and resilience to be within a classroom setting and a willingness to learn.

As part of The Bridge's offer the turnaround provision is also available to Post 16 learners who were also unsuccessful in mainstream. They will attend core subjects to achieve these vital qualifications for their next destination, as well as working towards a career portfolio where they will obtain qualifications in emergency first aid, manual handling, food hygiene and so on.

## 6. Organisation and planning

We will take great care to plan our curriculum carefully, pitching at an appropriate level and ensuring coherence and positive learning experiences at every stage. All plans are adapted to our learner's level of need; emotionally and

academically. We agree on a long-term plan for each subject and make links between subjects where appropriate. We review our long-term plans on an annual basis to ensure subject content is relevant and appropriate.

Once the long-term plans are created, short term plans are then developed. The short-term plans clearly specify that although all learners are working on one topic that is appropriate for their group, it is adapted to ensure every learner can achieve the outcome. This is clearly labeled blue, orange, yellow, pink, or purple. Each group's learners are carefully placed to ensure a safe and secure learning environment. This means that learners are not placed in year groups but in personality and academic ability learning groups. Within the short term plans this is also clearly labeled and although working towards the same goal; adapted to the academic ability of the specified group.

The short-term plans also include adaptive teaching strategies in which each tutor will specify how they are supporting each learner within that lesson. Such as, providing overlays, word banks, prompts, larger font, fidget tools, movement breaks, allowing learners to sit under tables due to being overwhelmed, wearing ear defenders and so on.

Each lesson is broken down further into achievable 'chunks' for the learners. Now Do, I Do, We Do, You Do.

**Now Do** - a starter activity for the group. This can be a re-cap of the previous lesson, retrieval practice or understanding prior knowledge before moving onto a new task.

**I Do** - This is when the tutor discusses with the class what is the learning objective for the lesson and demonstrates how to achieve the objective.

**We Do** - Everyone in the class participates during this part of the session which encourages speaking and listening, debates and discussion as well as peer evaluation.

**You Do** - Individual task for learners to complete.

## 7. Assessment

At The Bridge we believe that an accurate understanding of every learner's starting point is the basis of high-quality teaching; it allows learning to be planned and taught appropriately to meet the needs of our young people so that all are supported, guided, stretched, and nurtured in the most effective way. We ascertain this information by building positive professional relationships with the learners, therefore they can openly express what their barriers to education were previously.

Where possible we request all profiles, produced in line with statutory requirements from previous settings. Furthermore, when a new learner joins The Bridge they will meet with our SENCO and complete a WRAT assessment; from this, we recommend specific, Educational Psychologist approved strategies to better support our young people to find it easier to access their learning and experience more success. Alongside this initial assessment the SENCO will also complete the Powell Phonics Checker and should the learner achieve a reading score of 0 - 81 or 82 - 93 then they will be referred to our reading lead and will undertake the TRT programme.

During each academic session there is continuous and ongoing summative assessment.

There is also an opportunity for learners to participate in formative assessment in the form of Functional Exams, with our awarding body Open Awards. Learners also could achieve awards, certificates or diplomas through other subjects such as science, life skills and ICT through their portfolio work.

Learners are also able to achieve ASDAN Short Course qualifications in a variety of different subject areas, which supports the CIAG offer.

We recognise 'assessment' can be a trigger word for many learners and whilst we assess our learners in line with our assessment policy we have daily briefings to discuss each learner's emotional and academic progress that day.

## 8. Inclusion

At The Bridge our tutors set high expectations for all learners. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able learners
- Learners with low prior attainment
- Learners from disadvantaged backgrounds
- Learners with SEN
- Learners with English as an additional language (EAL)

Tutors will plan lessons so that learners with SEN and/or disabilities can study every subject offered, wherever possible, and ensure that there are no barriers to every learner achieving.

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

Recognising that all our learners come to us at a different stage in their educational journey, it is important for us to establish a comprehensive understanding of their academic ability as well as their social, emotional and mental health needs that might act as a barrier to them successfully accessing their education both now and in the future. In order to do this, we use the WRAT5 assessment to establish the learner's reading, spelling, comprehension and maths ability. This assessment helps us to identify any strengths or weaknesses in their core abilities. From these scores, we are able to suggest strategies to support the learner in both being able to better engage in academic learning, and to strengthen their core abilities. We also use this assessment to help identify whether a learner would benefit from a specific targeting intervention, such as That Reading Thing. Alongside the WRAT5 assessment, we complete the Powell Phonics Checker assessment in order to gain deeper knowledge of their reading and spelling ability, recognising that these are the fundamentals a person must have in order to develop and evidence their ability to learn.

To ensure we are effectively meeting the learners' SEMH needs, we use the Boxall Profile to establish the main areas of need. We then use the program to help us create individual targets for the learners, and strategies for the learners and staff to use to support them in meeting this. These are reviewed termly in order to ensure that progress is being made as well as recognising any new areas of need which may arise.

For our learners with an EHCP, during their induction period, the SENCO carries out an audit of their Section F, and, working with the Curriculum Lead, informs all teaching staff of the strategies identified, for their teaching and planning to be adapted according to the needs of the learner. Where Section F highlights specific interventions, the SENCO and Curriculum Lead will ensure this is added to their bespoke timetable. All learners with an EHCP will still have the WRAT5 assessment and Boxall Profile assessment completed too, as we recognise that they often come to us at a very different stage in their journey from when the plan was written. In addition to the specific Section F focus, all staff have access to in-house training on EHCP's and how they can use the document in order to better understand and support the learners.

We request that referring provisions provide any supporting documents, such as Speech and Language reports and Educational Psychologist reports. From these, we also share all suggested strategies with all staff to aid with their planning and direct working.

As a provision we use Edukey's Provision Map program to effectively support and monitor the learner's progress. This allows all staff to easily refer to the learner's supporting documents, and ensure they are planning appropriately in accordance to the learners' needs and proposed strategies. Targets set, from the EHCP outcomes, the Boxall Profile, and any academic targets, are recorded on the program, and tutors are required to review these on a monthly basis. This allows us to ensure progress is consistently made, and where it isn't, a change in approach is made to help better engage the learner. Any changes to strategies used to support the learner is recorded on their passport, which is also reviewed on a regular basis, and links to their profile on Class Charts, which all members of staff use daily to recorded sessions.

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

## 9. Monitoring arrangements

The Executive Headteacher and curriculum lead will monitor whether the provision is teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Tutor meetings
- Lesson observations
- Provision visits

Subject Leads monitor the way their subject is taught throughout the provision by:

- Lesson observations
- Learning walks
- Marking scrutinies
- End of term assessments
- Tutor meetings

This policy will be reviewed annually by the Executive Headteacher. At every review, the policy will be shared with all teaching staff.

# Appendix I - Therapeutic Curriculum Offer

## Intent

Often, when our learners first attend the Provision, they are not ready to engage with the academic aspects of our curriculum; therefore, it is our responsibility to foster an approach which enables them to reach that point. We recognise that before a young person is ready to engage with formal learning opportunities, they must first feel safe, and secure in the environment and build trusting relationships with the adults that are supporting them.

At our Provision we recognise that many of our learners have experienced adverse childhood experiences (ACEs) and trauma that impact their ability to engage with learning in a conventional educational setting. Our learners often have undiagnosed, or recently diagnosed additional needs, which have contributed to a disrupted education prior to joining us.

Our therapeutic curriculum is designed to address the emotional, social, and academic needs of our learners by providing a nurturing, trauma-informed approach that supports their holistic development.

The core objectives of our therapeutic curriculum are:

- To provide a safe and supportive environment where learners feel valued and respected.
- To help learners develop emotional resilience, social skills, and a positive sense of self.
- To embed therapeutic approaches, such as PACE (Playfulness, Acceptance, Curiosity, Empathy), into everyday teaching and learning, enabling learners to build trusting relationships with staff and peers.
- To ensure learners achieve their potential in both academic and personal development by offering interventions that address gaps in learning and promote engagement.
- Empowering learners to reach their goals by fostering a growth mindset.

Our therapeutic curriculum underpins all we do at the Provision, prioritising the wellbeing, emotional health, and readiness for learning, with the aim of helping learners become confident, well-rounded individuals who can succeed in life.

## Goals of the Therapeutic Curriculum

The goals of our therapeutic curriculum are aligned with our broader educational aims, focusing on the following key areas:

- **Emotional Regulation:** Helping learners understand how to manage their emotions and behaviours through consistent routines, clear expectations, and therapeutic support.
- **Personal Success and Positive Identity:** Developing a sense of self-worth and achievement in learners through positive reinforcement, personalised learning plans, and tailored support.
- **Social and Cultural Awareness:** Encouraging learners to develop tolerance, empathy, and social understanding through relational activities and community-building exercises.
- **Cognitive and Academic Growth:** Addressing gaps in learning caused by a disrupted education, whether this is through periods out of education, mis-understood need or trauma

## Therapeutic Interventions

We use a variety of interventions and approaches to support the individual needs of our learners, designed to promote emotional wellbeing alongside their academic achievement:

- **Lego:** adopting the principles and practice of Lego Therapy, this play-based intervention is a fun and informal session designed at strengthening social communication skills. We are able to adapt the groups to meet the specific needs of the learner; sometimes delivered on a 1:1 basis, others with three learners and a staff member

supervising. By working alongside others, our learners develop their confidence and ability in expressing themselves, effective communication and problem-solving.

- **Talk About:** this social skills intervention program focussed on building and strengthening the self-awareness and self-confidence of children and teenagers. Delivered in small groups with a consistent adult, the sessions follow a set program of activities designed to be reflective and supportive in looking at ourselves and how we interact with others. The sessions run at our learners' pace, ensuring the skills developed are properly embedded.
- **Boxall:** this social, emotional and mental health assessment tool breaks down our learners developmental and diagnostic needs into specific areas to focus on. Our dedicated SEMH Practitioner creates reports and support plans outlining individual and whole group strategies for our teachers to implement in their classroom. In addition to this, our SEMH Practitioner runs weekly small group interventions with learners who have similar areas of needs, aimed at strengthening these areas and supporting them in becoming more emotionally resilient and self-aware.
- **The Incredible 5 Point Scale:** we use this daily to support our learners with their emotional literacy. By encouraging the learners to recognise how they are feeling, they are being reflective in their thinking, and simultaneously, we are able to adapt our approach to best meet their needs in the moment.
- **Zones of Regulation:** some of our younger learners find the zones of regulation model easier to understand; it is used in the same way, encouraging the learners to identify how they are feeling and effectively communicate this to the adults working with them. By praising their ability to firstly recognise different feelings and emotions, and then also fluctuate these throughout the day, we encourage everyone to be reflective whilst supporting their emotional literacy.
- **Word Aware:** we adopt a 'Word Aware' approach in our classrooms, recognising the long-lasting impact that speech, language and communication needs (SLCN) can and do have on children and adults in the UK. A significant percentage of SLCN are undiagnosed or unrecognised; by adopting strategies recommended by the Word Aware series, we aim to support all our learners in understanding words and language, and in turn in having a stronger ability to understand and effectively communicate.
- **Starving the Anxiety Gremlin / Starving the Anger Gremlin:** delivered on a 1:1 basis, these books take an engaging and playful approach to some of the more tricky and uncomfortable feelings our learners experience. Following a set program of activities, learners explore their feelings and are encouraged to be reflective. The sessions are delivered at the learners pace and are only timetabled if specific need is identified.

Everything we do is supported by our commitment to the PACE model (Playfulness, Acceptance, Curiosity, Empathy), which is embedded in daily teaching practices to help learners feel safe, understood, and valued.

## Implementation

The implementation of our therapeutic curriculum is carefully planned to ensure it meets the unique needs of our learners. We follow a trauma-informed approach that focuses on building trust, offering consistent support, and creating a safe learning environment.

Key aspects of the implementation include:

- **Embedding the PACE Model:** The principles of PACE are integrated into classroom management and teacher learner interactions. Staff use playfulness to build rapport, acceptance to acknowledge learners' feelings, curiosity to understand the root of behaviours, and empathy to validate learners' emotional experiences. This approach helps learners feel safe and supported, promoting emotional growth and engagement.
- **Personalised Learning Plans:** Each learner has an individualised plan that combines academic goals with SEMH targets. These plans are co-created with input from the learner, family, and staff to ensure a holistic approach to education and emotional development.
- **Structured Interventions:** At our Key Stage One and Key Stage Two provisions, our social skills and social communication interventions are embedded in the core timetable, ensuring all learners receive this additional targeted support. For the 1:1 sessions, these are timetabled on a needs led basis, through discussions with the SENCO and all staff working with them. At our Key Stage 3 and 4 provision, all interventions are needs led. Each intervention is delivered by trained staff and tailored to the learner's specific needs, ensuring consistency

and targeted support; interventions are reviewed termly, and changes to timetables are made in response to the learners' engagement and progress made.

- **Relational Activities:** learners engage in activities that promote emotional regulation and readiness for learning, such as Zones of Regulation or The Incredible 5 Point Scale, mindfulness exercises, and key worker sessions. These activities help learners manage their emotions and prepare for academic tasks.
- **Enquiry based learning:** It is important to us that learners become part of their own learning journey, and their inspiration is provided by their ability to immerse themselves in their own developmental pathway. For this reason, we have developed an enquiry-based curriculum. This allows learners to become scientists, historians, explorers, investigators and much more. Lessons take on an investigative approach where learners spend their learning time exploring answers to key questions, simultaneously, providing them with valuable curriculum knowledge. This approach allows SEMH development to be embedded within their everyday learning. Through this, learners at the Provision are provided with extensive opportunities to explore, imagine, play and be curious about the world around them.
- **Bespoke learning:** For learners that are still unable to access the wider curriculum with the support of the strategies outlined above we will then provide them with bespoke learning opportunities based on their emerging needs and interest.

## Early Language

Our therapeutic curriculum integrates language development into all aspects of learning. We recognize the critical importance of early language acquisition, especially for learners who have both recognised and unrecognised SLCN, including those who have English as an Additional Language (EAL).

Key strategies include:

- **Adaptive Teaching:** We differentiate lessons, using simplified language, modelling, and scaffolding to support varying levels of language proficiency.
- **Visual Supports:** Classrooms are equipped with labelled objects and visual timetables to reinforce vocabulary and comprehension through association with real-world items.
- **Targeted Interventions:** Learners receive individualised support through small-group or one-on-one sessions to enhance vocabulary, sentence structure, and communication skills.
- **Continuous Provision:** Language development is woven throughout the day, with open-ended tasks and language-rich activities in both structured and unstructured settings.
- **Role-Play:** We build role-play opportunities into lessons, allowing learners to practise language in social scenarios, boosting confidence and communication.
- **Quality Interactions:** Staff engage learners in meaningful conversations, using open-ended questions to promote language use and varied expressions across contexts.
- **Linking learning to unstructured time:** Key phrases and vocabulary are practised during social interactions in break times, helping learners apply language in real-life situations.

These approaches foster early language development in a nurturing, trauma-informed environment, ensuring learners feel supported while building essential communication skills.

## Impact

The impact of our therapeutic curriculum is measured through both qualitative and quantitative data, reflecting the personal, social, and academic growth of our learners.

- **Emotional and Social Impact:** Learners demonstrate increased emotional resilience, improved social skills, and greater self-confidence. The use of the PACE model and relational activities fosters strong, positive relationships between learners and staff, contributing to a sense of belonging and security in the provision environment.

- **Academic Impact:** Learners show measurable progress in literacy, numeracy, and overall academic engagement. Interventions like That Reading Thing help bridge learning gaps, while our social skills sessions provide the emotional support needed for learners to feel confident amongst their peers, enabling them to be more ready to focus on their studies.
- **Behavioural Impact:** The therapeutic curriculum helps reduce incidences of challenging behaviour by providing learners with the tools to regulate their emotions and make positive choices. Our trauma-informed approach ensures that behaviour is understood as communication, and learners are supported to develop healthier coping mechanisms.
- **Long-term Outcomes:** Learners leave the Provision with a stronger sense of self, improved academic skills, and the emotional tools to navigate future challenges. They are better equipped to reintegrate into mainstream or alternative education as well as transition to post-16 education, training, or employment.

We are able to measure the impact of all this using a number of different tools. These include but are not limited to; The Boxall profile, Summative and formative assessment strategies (Pira, Puma, Salford reading test, Basic number numeracy test), Bsquared, Provision mapping and the use of class charts.

By integrating approaches like PACE and interventions such as Lego and Talk About, our therapeutic curriculum is designed to meet the complex needs of our learners. It enables them to thrive both academically and emotionally, helping them build the skills and resilience necessary for future success.

## Our commitment:

As an alternative provision we pride ourselves on our commitment to ensuring that we meet the needs of all of the learners within our provision. This includes;

Ongoing staff training ensures that all team members are equipped with trauma-informed strategies, including the PACE model. This empowers staff to support learners emotionally and academically, creating a consistent therapeutic approach. Training helps staff manage challenging behaviours, understand trauma's impact on learning, and implement therapeutic interventions effectively.

Effective communication between staff, learners, and families is critical in creating a cohesive support network. Regular communication with parents, informed by the child's progress and needs, ensures alignment between provision and home. Open dialogue between staff and learners, using language-rich and emotionally supportive interactions, helps build trust, reduce anxiety, and promote emotional healing.

Expert leaders in therapeutic interventions (such as a SENCO) guide the implementation of the therapeutic curriculum. By monitoring interventions and providing training opportunities to staff, the leadership team ensures that therapeutic practices are applied consistently. Their expertise ensures that staff are supported, interventions are effective, and learners receive the help they need.

Tracking emotional, social, and academic progress is key to the success of the therapeutic curriculum. Regular assessments help identify areas for growth and ensure interventions are tailored to each learner's needs. Progress is measured through both qualitative (emotional resilience, behaviour changes, wellbeing tracker) and quantitative (academic achievement) data, ensuring that learners benefit from a personalised approach that promotes long-term success.

Creating a safe and nurturing environment. A consistent, structured, and empathetic atmosphere helps learners feel secure, reducing anxiety and making them more receptive to learning. This environment fosters positive relationships, emotional regulation, and a sense of belonging, allowing learners to thrive both academically and emotionally.