



The Bridge Severn Centre Curriculum Policy

Providing care and support to young people with complex needs through broad and aspirational learning experiences.

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1. Introduction:

There are several different cohorts of learners that attend The Bridge. Learners may attend The Bridge as an interim placement, whilst awaiting allocation of their next educational setting. Whilst attending The Bridge learners will receive broad and aspirational learning experiences implemented through our curriculum pillars, this includes core skills, key concepts and socialisation. The Bridge is also used as part of a larger package for learners that are struggling to access mainstream education.

Learners will remain registered with their 'home provision' whilst The Bridge delivers a targeted programme within our turnaround provision. This allows learners to access a broad and aspirational experience through therapeutic interventions, individual learning pathways and preparation for transition to their next destination.

Our curriculum at The Bridge is underpinned by our core values. We aim to provide a curriculum that is inspirational, innovative and imaginative. Our children will learn through our careful nurturing, to blossom into creative and responsible learners who will demonstrate collaboration and perseverance in their learning whilst on their journey with us. 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, visiting speakers, respect, regulation, and secure 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, mathematics, 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 pupils how to grow into positive, responsible people, who can work and cooperate 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 and some barriers to learning dissolved.

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

Respect

Effort

Equality

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 Bridge 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 student 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 equality in every aspect of our curriculum.

The Bridge'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

Intent

At The Bridge, all learners have the right to access a curriculum that is challenging, enthralling, appropriate, and meaningful to their individual needs, without compromising their entitlement. As a turnaround provision, we provide temporary respite for children who have faced struggles and challenges within their mainstream environment due to their behavioural or learning needs. Lessons at The Bridge aim to motivate, engage and capture the interest of our learners to prepare them for the next stage of their educational journey.

With the complex learning and behavioural needs of our learners, we acknowledge that the needs of each individual are central. The provision offered is sufficiently flexible to enable learners to be placed at an appropriately challenging point on the continuum, at any point during their time with us. We also recognise that these needs may change, sometimes frequently and at short notice, therefore our curriculum also offers the flexibility to meet those changing needs.

We recognise that many of our learners have previously become disengaged from learning and struggle to see the value of education, resulting in gaps in their knowledge. This disruption to their learning means they can exhibit a wide range of both emotional and educational needs, which can additionally impinge negatively upon progress. The clear routes of progression and development within the curriculum planning allows for continuity and coherence across stages. Targets are set for academic and individual needs, and end-points are clear. This ensures that learners have the knowledge and skills they need to reach these points and succeed beyond.

The curriculum development, in conjunction with the needs of the individual, strives to ensure maximum progress for all learners so that they may:

- Become confident individuals who are able to develop safe, happy and healthy relationships, while understanding and learning how to maintain healthy individual wellbeing.
- Recognise core values of spiritual, moral, social and cultural development so that they will become thoughtful and respectful citizens within their community and beyond.
- Understand the value of education and begin to prepare them with the opportunities, responsibilities and experiences for their next destination, along with life after education.

The depth and breadth of our curriculum includes; English (Reading, Writing and Spoken Language), Mathematics, Science, Physical Education, Art and Design, PSHE, Geography, History and SMSC (Aspects of Religious Education are immersed within SMSC). SMSC requires learners to think about the individuals they aspire to be and the world they would aspire to create. The Bridge recognises the importance of this and how it aligns with the provision's core values.

The core values of The Bridge are embedded throughout all aspects of the national, local and hidden curriculum. We recognise, teach and celebrate the value of freedom and strive for our learners to be FREE. Free to achieve, have opinions and be themselves. Free from the effects of intimidation, bullying and low aspiration. FREE represents:

- 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 Bridge.

- Respect - Respect is at the forefront of our core values. 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.
- Equality - Regardless of education background, socioeconomic status, academic ability or cultural diversity, every child at The Bridge is equal. Equality 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.

Implementation

Learners join The Bridge with their own individual learning needs, and our curriculum implementation ensures that each student is able to access a curriculum pathway that enables them to make the very best progress that they can. The emphasis is always to provide an accessible curriculum that enables learners of all ages to develop behaviours for learning and the skills for independence that can be taken beyond their time with us. Our provision works in partnership with parents, carers, home schools and local authorities and all views, including that of the student, are taken into account in achieving the appropriate balance between the learners' right to curriculum access and the need for some learners to access other experiences. These may include adjusted transition timetables, targeted interventions or further adapted curriculum. We recognise that all learners are unique - they have individual triggers and coping strategies. A PACE (Playfulness, Acceptance, Curiosity, Empathy) approach is used to aid dysregulated or escalating learners and adaptive strategies are implemented throughout their journey with us, to allow them to maximise access to learning.

Learning outcomes are headed in books for every individual subject. This is assessed at the end of every lesson and completed by the Teacher or Teaching Assistants with feedback written and given to the student. Should a student struggle with an outcome, engage with the lesson or be absent, this will be documented and the learning outcomes will be revisited during morning activities, although sometimes with a different delivery or activity. This recovery allows learners the opportunity to continue to fill those gaps without taking away and falling behind in current learning. Subject led learning at The Bridge focuses on the National Curriculum programmes of study with overarching termly themes. Each term and where possible, lessons are intertwined with the overarching theme. For example, The Great Fire of London as an overarching theme will be studied across different subjects: History (past and present), Geography (exploring London), Art (moving pictures of The Great Fire) and English (descriptive language of possible feelings during the Fire). This cross curricular approach enhances critical thinking, generates a deeper level of understanding and promotes reflection across the board. Consequently, it is essential that the overarching themes are well planned and taking into account the individual community at The Bridge. All lessons are taught with adapted teaching strategies and implemented to allow for children to work independently but within their own academic ability. This allows new learning to commence, gaps to be filled and common misconceptions quickly addressed to ensure they are not at a disadvantage compared to their mainstream peers. We have a generous ratio of Teaching Assistants to learners (1:1 or 1:2), allowing high levels of support for every child. These high ratios also mean that if a student requires a movement break or support with an intervention, this can be completed successfully and where necessary, outside of the main classroom, without disrupting other learners' learning or taking away their support. Our curriculum is underpinned by the academic skills focus. However, the golden thread throughout all learning focuses on teaching children how to learn and developing life skills; the ability to ask questions, to engage in meaningful conversations or to form healthy relationships. We believe that children must learn *how* to learn, before they can do so. Understanding how to learn is a life skill that is useful beyond education and will assist in allowing all individuals a successful future.

At the Bridge, we look to promote a deep rooted enthusiasm and passion for reading. Learners are assigned a reading book based on baseline phonics and reading assessment. Children read daily with the Teacher or a Teaching Assistant, with each book being covered three times; the first read focuses on decoding, the second read for fluency, and the final read of their book focuses on comprehension. In addition to their guided reading, a short story is read to the class as a transition back into learning from breaktime, chosen daily by a different student, and the day is finished with a continuing chapter book story over the week/term. All staff at The Bridge have been trained to deliver Twinkl Phonics interventions. An initial phonics assessment is completed during the first week. This allows for the disclosure of any gaps in phonics knowledge and for individual plans to be devised. While a class phonics lesson takes part daily, for those that require additional support or revisiting, 1:1 Phonics interventions are also put into place during daily guided reading sessions. Phonics assessments are reviewed and tracked termly. Teacher led assessments are also completed within a learners initial week using an appropriate assessment Tool. This allows us to identify and diagnose learning needs while measuring and benchmarking learning potential. Initial assessment allows for adapted teaching strategies to be implemented where necessary throughout the curriculum. Data from this assessment is recorded and tracked when targets are achieved, using the BSquared progress platform.

At the Bridge, we promote learning in many ways. While many lessons are interactive, we also timetable play based learning each week. Mathematics can be taught and learned through playing shops, healthy relationships through playing and dressing up themselves or action figures. Team building and trust can be encouraged and taught through sports, fine motor skills through arts, crafts and creating. As well as letter formations and handwriting through interactive whiteboards, playdough or sand. Play based learning allows children to communicate ideas and to understand others through social interaction, paving the way to build deeper understanding and more powerful relationships.

Enrichment opportunities help learners develop skills, strengths and understanding beyond what is learnt in the classroom. We strive to ensure there are opportunities for our learners to delve into enrichment activities within the community throughout each term. In addition to external trips, we encourage the inclusion of the community within our provision by inviting local organisations to engage with the learners. Previously, we have brought in the local police and fire brigade. We have also had local beekeepers and animal keepers visit for interactive workshops.

As many of our learners have come from settings where managing behaviour has been a barrier for them, clear behaviour management strategies are vital. Learners are informed during their initial session of the provision's expectations and introduced to our behaviour ladder. Adults have flashcards on their lanyard that can be shown to learners at any time and provide a visual reminder of their behaviour choices. There is also a visual representation of the behaviour stages on a large board in the main classroom and smaller behaviour ladders in the sensory room and breakout rooms that can provide reminders while out of the main classroom. All children start their session on green and may move through to yellow, orange and then red by making negative or unsafe choices. Learners may require a fidget toy at their desk, a movement break, change of face or reflection time away from the main classroom, to aid in de-escalation and regulating. Our high staff ratios allow for this, without disrupting other student's learning. Learners are reminded throughout that even reaching red, they can work their way back to green by making correct and safe choices. More information on this can be found in our behaviour management policy.

Every student has a reward jar. These 'buttons' are awarded to learners based on academic efforts and awarded daily with the possibility of gaining a full jar by the end of each week. Even if a child is struggling with engagement, if the Teacher, Teaching assistant or student feels the effort they are capable of has been out during that lesson, a 'button' can be coloured on the jar. During unstructured, play-based learning at the end of the week, learners can choose a treat; this could be a food treat like a cupcake, or an activity of their choosing. In addition to awarding efforts, we also reward learners that further exemplify our provision's visions and values with an instant reward and a certificate. Parents and carers are updated daily with achievements and any difficulties they may have faced throughout their day. Home provisions and local authorities are updated weekly unless circumstances require it to be sooner.

Impact

To ensure our curriculum remains highly effective and fit for purpose, we continually pay attention to the learners' outcomes. To do this effectively, we monitor, review and complete formal assessments, pupil voice, work scrutiny and learning walks. Leaders review pupils' outcomes, data and teaching to judge the standards of teaching and outcomes for learners in all subjects across the curriculum. Ways which these are measured are:

- Progress measures using formative and summative assessment, these are recorded formally using BSquared and Twinkl Phonics Trackers to measure if actions are making a difference, or if strategies need adjusting.
- Senior Leaders/Curriculum leader work scrutiny
- Monitoring of pupil well-being and engagement using Class Charts.
- Monitoring the impact of Social, Emotional and Mental Health Interventions through Boxall Profile assessments.
- Reviewing Class Charts for behaviour data.
- Monitoring of EHCP provision plan targets.
- Reviewing individual pupil behaviour plans to assess the impact of strategies and interventions.
- Reviewing pupil attendance data.
- Pupil voice in annual reviews and bi termly reports.
- Parent surveys and parent's evenings for feedback.
- Parental feedback at EHCP reviews – completion of Section A form.
- Observation of pupil engagement during regular drop-ins, lessons observations and learning walks.
- Assessing the impact of transitions through pupil well-being at the start of the new academic year.
- Reviewing the impact of Safeguarding referrals and parents support and engagement.

Our aim for each of our pupils is that they transition to the next stage of their education with as much potential to achieve their best outcomes as possible. Alternative provision at The Bridge is extremely successful. Bespoke packages are implemented to ensure pupils have access to a varied curriculum that:

- Increases attainment – with an adapted setting and bespoke curriculum, learners are able to learn and progress, creating a positive impact on their learning.
- Increases attendance – AP attendance for The Bridge is good for individuals and is significantly above attendance to previous settings.
- Reduces the number of suspensions and disruptive incidents a pupil is involved in – learners previously receiving high numbers of suspensions have now settled and built strong relationships with teachers and children.
- Reduces involvement in offending behaviour - learners are learning how to cope with difficult situations
- Improves pupil's self – esteem, confidence, motivation and sense of direction.
- Supports pupils to build and sustain positive relationships with professionals, family and friends which includes the ability to communicate, cope with authority and work with others.
- Raises aspirations.
- Improves life outcomes.

The success of our current and previous cohorts is evident in that all of our learners have successfully re-engaged in learning and are working towards, or have achieved a successful transition to their next destination.

Curriculum Delivery Model: Pillars to Learn

Pupils 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 pupils 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.

Pupils are provided with a purposeful, fun and engaging learning environment where we encourage pupils 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; pupils will be working towards differentiated outcomes appropriate to their individual needs.

Delivery Model

Our model includes 4 curriculum pillars that prepare pupils 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 pupil to move successfully into adulthood.

Pillar 1: Engagement Steps

To prepare pupils 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 pupils 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 in 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

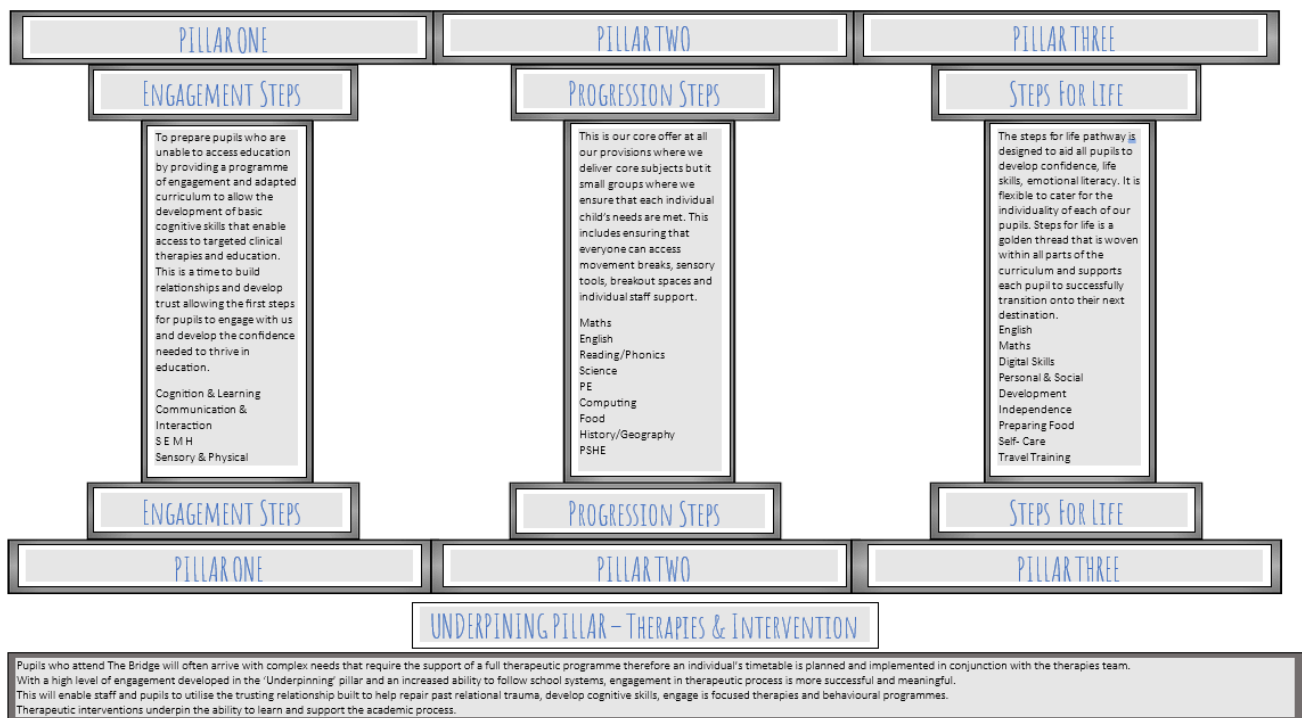
The steps for life pathway is designed to aid all pupils to develop confidence, life skills, emotional literacy. It is flexible to cater for the individuality of each of our pupils. Steps for life is a golden thread that is woven within all parts of the curriculum and supports each pupil to successfully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

Underpinning pillar: Therapies & Interventions

Pupils 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 pupils 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.

Curriculum Model:

THE BRIDGE'S CURRICULUM



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 pupils. Visit aims will vary from increasing the daily physical activity of pupils to experiencing new and interesting environments, increasing and understanding of local history and community. Pupils 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. Pupil'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 pupils, such as basic biological concepts, when experiencing the farms, zoos and local gardens. The Team, in collaboration with the pupils, will set daily and weekly targets. Reward activities will be offered frequently to reinforce progress and positive behaviour.

Pupils 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 pupils how to take turns, to show patience, to communicate with adults and peers and to experience winning and losing. Pupils 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.

4. Boxall Profile

The Bridge team knows that young people learn best when they are happy and settled. At The Bridge we are using the Boxall Profile to help us develop our pupils' social, emotional, mental health and well-being. Using this tool will help us to tune into each student's current developmental needs, identify any gaps and then plan to meet them. Positive relationships are at the heart of The Bridge, 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 Bridge will use the Boxall Profile® across the whole and this will enable us to uncover undiscovered moderate SEMH needs in pupils. 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 Bridge ability to generate unique lesson plans tailored to each child's specific SEMH needs is 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 Bridge 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
- Computing
- SMSC (Aspects of RE are covered within SMSC)

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.
- 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 list but sets out The Bridge's priorities for our young people's academic, personal, social and emotional 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 and aims to take each student 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.

6. Organisation and Planning

We 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 pupil's level of need; emotionally and academically. In order to ensure this, we have long term plans, medium term plans and weekly overviews.

Our long term plans provide a progression of skills, based around the national curriculum. Subjects will be based around a topic and where appropriate, cross curricular links are made, in order to engage and excite children in their learning. We review our long-term plans on an annual basis to ensure subject content is relevant and appropriate.

Based on our long term planning, teachers create medium term plans, which further track the progression of skills and begin to show the adaptations in learning they may need to occur in the particular cohort of children. These are provided to all staff to ensure that all staff on site have a clear understanding of the journey of children's learning and experiences.

Weekly overviews are created on a weekly basis to act as our short term planning. The aim of these is to show the implementation and impact of our daily lessons. Our weekly overviews clearly show how we adapt learning in order to meet individual need on an academic level and an SEMH level. This ensures that learners can achieve success in the lessons we deliver. We aim to produce a variety of aural, visual and kinaesthetic activities where learners can explore, develop, question and make connections. All staff in the class have access to the plans and are invited to add comments within the 'impact' section on the weekly overview. This provides teachers with a clear understanding of individual progression and to inform future planning.

Our weekly overview also allows clear strategies to be provided that will aid the Teachers/teaching assistants to support learners within the lesson. This also includes resources that might be needed. Key questions are also highlighted on our weekly overviews to provide an initial assessment for learning.

7. Assessment.

At The Bridge we believe that an accurate understanding of every student'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, and some are able to openly express what their barriers to learning were previously.

Where possible we request all profiles, produced in line with statutory requirements from previous settings. Furthermore, when a new student 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. During each academic session there is continuous and ongoing summative assessment.

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

8. Inclusion.

At The Bridge tutors set high expectations for all pupils. They will use appropriate assessment, alongside EHCP's, to set ambitious targets and plan challenging work for all groups, including:

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

The Teacher will plan lessons so that pupils with SEN and/or disabilities can study every subject offered, wherever possible, and ensure that there are no barriers to every pupil achieving.

The Teacher 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.

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.

The use of 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 student in both being able to better engage in academic learning, and to strengthen their core abilities. We will complete the Twinkl 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 The Teacher of the strategies identified, for their teaching and planning to be adapted according to the needs of the student. 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 a Provision Map program to effectively support and monitor the student's progress. This allows all staff to easily refer to the student'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

student. Any changes to strategies used to support the student 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 Headteacher and curriculum lead will monitor whether the provision is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Teacher 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
- Teacher meetings

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