Two Bridges Academy

# Curriculum Information

Updated September 2026

**Bridges for Learning**
**and shaping lives**



**Vision:**
Achievement and well-being through excellence

**Values:**
Integrity, Respect and Trust



# Contents


| | |
|---|---|
| **Introduction** | **3** |
| **Curriculum Themes** | **3** |
| **Curriculum Intent** | **4,5,6** |
| **Curriculum Implementation:** Pathways | **7** |
| **Curriculum Implementation:** Pedagogy | **8** |
| **Communication and Interaction** | **9** |
| **Communication and Interaction:** Tiers | **10** |
| **Cognition and Learning**: Reading | **11** |
| **Cognition and Learning**: Reading Routes | **12** |
| **Cognition and Learning**: Phonics and Sight Reading | **13,14** |
| **Cognition and Learning**: Writing, Maths | **15,16** |
| **Understanding the World**: History, Geography | **17** |
| **Understanding the World**: Science and Religious Education | **18** |
| **Understanding the World**: ICT and Computing | **19,20** |
| **Expressive Art and Design**: Music, Art | **21** |
| **Expressive Art and Design**: Design Technology | **22** |
| **Social, Emotional Mental Health:** PSHE | **23** |
| **Social, Emotional Mental Health:** RSE and Therapies | **24** |
| **Social, Emotional Mental Health**: Jigsaw | **25** |
| **Social, Emotional Mental Health**: Jigsaw | **26** |
| **Physical and / or Sensory** | **27,28** |
| **Physical and / or Sensory** | **29** |
| **Self-care-care and Independence** | **30** |
| **The Role of Play** | **31** |
| **The Learning Environment** | **32** |
| **Careers** | **33** |
| **Careers:** Careers Overview | **34** |
| **Careers:** Vocational Themes Overview | **35** |
| **Careers:** Careers by Year Group | **36** |
| **Careers:** Gatsby Benchmarks | **37,38** |
| **Careers:** Gatsby Benchmarks | **39.40** |
| **Preparation for Adulthood (PFA):** Intent and Implementation | **41.42.43** |
| **Preparation for Adulthood (PFA):** Employability and Skills | **44** |
| **Preparation for Adulthood (PFA):** Employability and Skills | **45** |
| **Preparation for Adulthood (PFA):** Health and Community | **46** |
| **Preparation for Adulthood (PFA):** Independent Living | **47** |
| **Preparation for Adulthood (PFA):** Duke of Edinburgh Award | **48** |
| **Curriculum Impact:** Assessment for Learning and Assessment | **49** |
| **Curriculum Impact:** Evidence for Learning and Target Setting | **50** |
| **Curriculum Impact:** Engagement model | **51** |
| **Curriculum Review** | **52** |




Two Bridges Academy

# Introduction

Two Bridges Academy is a specialist provision for pupils aged between 2-19 years. Our curriculum teaches what matters for learners at Two Bridges Academy, based on areas defined by Education, Health & Care Plans (EHCPs).
Each of these areas are important to ensure holistic learning and development. Please note that self-care-care and independence learning is embedded throughout all these areas.

| |
|---|
| Communication and Interaction |
| Cognition and Learning |
| Social, Emotional and Mental Health (SEMH) |
| Sensory and / or Physical Development |

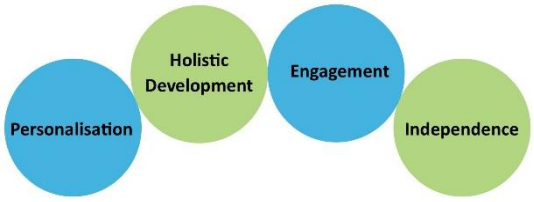
Our curriculum is based on a developmental model, appropriate for learners at early cognitive developmental stages and links to EHCP outcomes are strongly embedded. It is taught throughout 12 subject areas. For our youngest learners - and those who benefit from a play and sensory-based curriculum -these areas are taught in a cross-curricular way. Older pupils may be taught through distinct curriculum subjects, according to their need.

Theme overviews ensure that across the year pupils' learning is enriched by elements of all the EYFS Areas of Learning/ National Curriculum areas so that pupils are engaged and stimulated throughout their learning journeys at Two Bridges Academy. Two Bridges Academy's curriculum is run on a three-year rolling cycle of themes with different theme overviews for pupils on both the Primary and Secondary pupils. The theme overviews ensure the curriculum coverage is progressive throughout the school and that the curriculum is relevant and meaningful.

Although the outcomes in their EHCP and Personalised Learning Goals (PLGs) are the key focus for our pupils, the National Curriculum subjects provide a breadth of learning and experiences through which to achieve their PLG targets. The subject areas are covered in a cross-curricular way based on the different levels of ability and learning pathways.

The three learning pathways address learners' cognitive developmental levels, while age appropriate content ensures their chronological developmental needs are met. Personalised activities engage learners and flexibility is built into our curriculum in order to adapt to the complex and ever changing needs of our pupils.

Our curriculum is sequenced to ensure learning is cumulative. Our personalised curriculum and pathways approach means that we are able to assess the quality of our curriculum through individual pupil outcomes. To ensure progress is challenging and aspirational, pupils will be set a target for each area of their EHCP. This is based on their pathway and the progress made by pupils on that pathway in their previous academic year.




Our holistic personalised curriculum provides all pupils with the best possible opportunities to develop and reach their individual goals. Pupils develop communication and independence skills so that they develop a strong connection to the world around them.



Two Bridges Academy

# Curriculum Intent

Our thematic curriculum provides a meaningful context through which pupils develop communication, cognition, personal development, early literacy and numeracy, understanding of the world, independence and citizenship. Termly themes are designed to enrich learning across all areas of the EYFS and National Curriculum, as appropriate, promoting curiosity, creativity and engagement throughout their learning journey at Two Bridges Academy.

Themes are not taught as isolated topics; instead, they provide a coherent framework through which pupils experience connected and purposeful learning.

Themes are carefully planned and sequenced across a three-year rolling cycle to create a progressive learning journey. Each cycle follows a similar structure, enabling pupils to build knowledge, understanding and skills over time while making meaningful connections between themselves, their relationships, their communities and the wider world. As pupils progress through the cycles, they encounter increasingly wider contexts, including sustainability, contrasting environments, different cultures and global perspectives.

This thematic approach supports a spiral curriculum, where key concepts, knowledge and skills are revisited in different contexts over time. Regular opportunities for repetition, practice and generalisation enable pupils to consolidate learning, make links to prior experiences and develop greater confidence, communication, participation and independence. This carefully sequenced approach ensures learning remains cumulative, meaningful and ambitious whilst being accessible and relevant to pupils' individual needs and lived experiences.

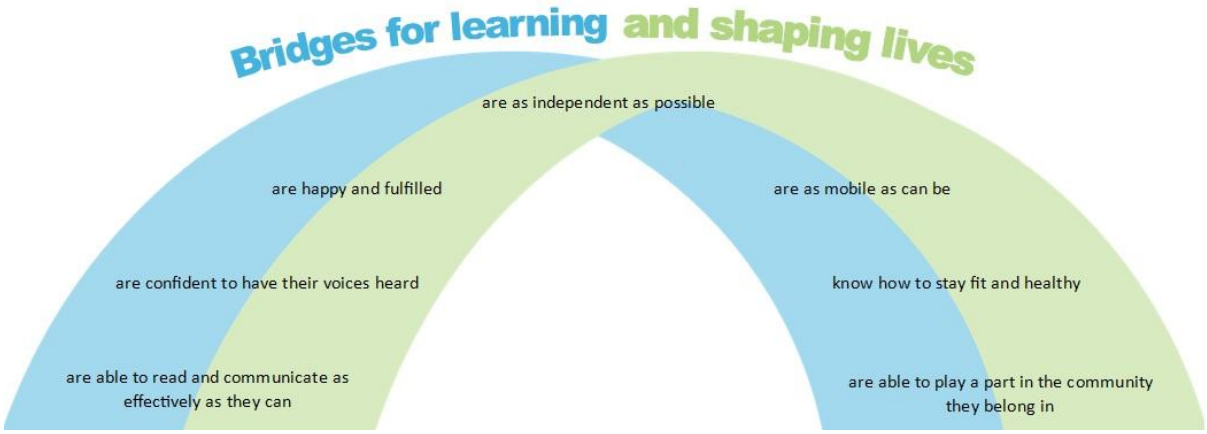
The theme overview ensures curriculum coverage is broad, balanced and progressive throughout the school. As many pupils remain within the same curriculum pathway for several years, it is essential that they experience a wide range of themes, learning opportunities and enrichment activities. Learning is therefore carefully adapted to meet the individual needs and developmental stages of our pupils, ensuring that all learners can access, engage with and make progress within the curriculum.

Our three-year rolling cycle of themes for both the Primary and Secondary learners can be seen below.

| Term | | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Cycle 1 | Primary | Pets | Celebrations | On the Farm | In the Woods | At the Seaside | Brazil |
| | Secondary | Me and My Friends | Staying Healthy | Thornbury | Farm to Fork | Reduce, Reuse, Recycle | In the African Desert |
| Cycle 2 | Primary | All about me | Celebrations | At the park | Circus | Under the Sea | India |
| | Secondary | Me and My Body | Plants let's Grow | Fashion and Textiles | Bristol | Mexico | In the Rainforest |
| Cycle 3 | Primary | Autumn | Celebrations | In the Garden | Transport | In the Jungle | Night Time |
| | Secondary | Weather and Climate | Snow and Ice | In the Sky | London | Styles of Music | Let's go on Holiday |

# Curriculum Intent

**The curriculum at Two Bridges Academy aims to ensure that learners have the skills they need to become adults who...**




Each of our curriculum subject areas has a Curriculum Intent statement. These statements will define:

| |
|---|
| Overall goals of how the subject will be taught |
| How this will contribute towards each child's overall development |
| What key learning will be provided to prepare each child for the next stage of their education |

Each subject area has a Curriculum Progression document, based on the skills and knowledge children will be expected to acquire over time. The Curriculum Progression documents are used by staff to plan learning and next steps for each child.

Curriculum subject areas are:

| |
|---|
| **Communication, Language and Literacy** (including personalised Communication approaches, Reading & Writing) |
| **Mathematics** |
| **Science** (as part of Understanding of the World) |
| **Geography** (as part of Understanding of the World) |
| **History** (as part of Understanding of the World) |
| **Religious Education** (as part of Understanding of the World) |
| **ICT and Computing** (as part of Understanding of the World) |
| **Design Technology** (as part of Expressive Arts and Design) |
| **Art and Design** (as part of Expressive Arts and Design) |
| **Music** (as part of Expressive Arts and Design) |
| **Physical and Sensory Education** (Including Physical Education) |
| **Social Emotional and Mental Health (SEMH) Education** (including Personal, Health and Social Education – PSHE & Relationship and Sex Education – RSE) |

Two Bridges Academy

# Curriculum Intent

In the Early Years Foundation Stage (EYFS), there are seven key areas of learning. These areas are all interconnected and equally important, forming a holistic approach to early education. They are divided into two categories: **Prime areas** and **specific areas**.

The **prime areas**—Communication and Language, Physical Development, and Personal, Social and Emotional Development—form the essential foundations for children's learning, helping to spark curiosity, build relationships, and support overall development.

The **specific areas**—Literacy, Mathematics, Understanding the World, and Expressive Arts and Design—build on the prime areas and help broaden children's knowledge and skills.

Together, these seven areas ensure a balanced and enriching early learning experience and are fully embedded within our school curriculum and are reflected across all subjects we teach.

| **Curriculum subject** | **7 Areas of learning in the EYFS** |
|---|---|
| Communication, Language and Literacy (including personalised Communication approaches, Reading & Writing) | Communication and Language<br>Literacy |
| Mathematics | Mathematics |
| Science | Understanding the World |
| Geography | Understanding the World |
| History | Understanding the World |
| Religious Education | Understanding the World |
| ICT and Computing | Understanding the World |
| Design Technology | Expressive Arts and Design |
| Art and Design | Expressive Arts and Design |
| Music | Expressive Arts and Design |
| Physical and Sensory Education | Physical Development |
| Social Emotional and Mental Health (SEMH) Education (including Personal, Health and Social Education – PSHE & Relationship and Sex Education – RSE) | Personal, Social and Emotional Development |

# Curriculum Implementation

**Curriculum Pathways**

In order to provide pupils at Two Bridges Academy with experiences that are relevant, interesting and challenging, and to identify opportunities for progression; we have three differentiated learning pathways that learners access.

| Pathway: Explorer | Pathway: Discovery | Pathway: Adventure |
|---|---|---|
| · Pre-formal learners at very early cognitive developmental stages<br>· Non-subject specific<br>· Multi-sensory approaches to holistic learning themes support learning—immersive learning experiences.<br>· Pupils might engage in these over an extended period of time | · Semi-formal learners acquiring early learning skills<br>· Learning is themed and experiential<br>· Repetition or 'over-learning' supports the consolidation and generalisation of skills and knowledge | · Formal learners entering into more subject specific learning in some areas. |
| Learners in P16 all follow the Preparation for Adulthood curriculum—See Pages 34-39 | | |

Some of our pupils benefit from planned repetition and 'over-learning' to ensure concepts will be embedded in their long-term memory and allow them to go through the cycle of exploration, realisation, anticipation, persistence and initiation.

The pathways address learners' cognitive developmental levels, while age appropriate content ensures their chronological developmental needs are met. The content and balance of each learning pathway is adapted as required. A pupil can move across pathways if they require different approaches to learning, compared to their current pathway.

Some pupils will work within one curriculum pathway for several years or their entire school life. Others, as their skills and knowledge progress, will move onto the next pathway. The pathways are not defined by age but by need and cognitive developmental levels. This allows pupils to move flexibly between pathways at any point during their school life.

For the purpose of measuring progress over long periods of time these pathways have been split as shown below. The corresponding learning bands are within the subject/area progression documents.

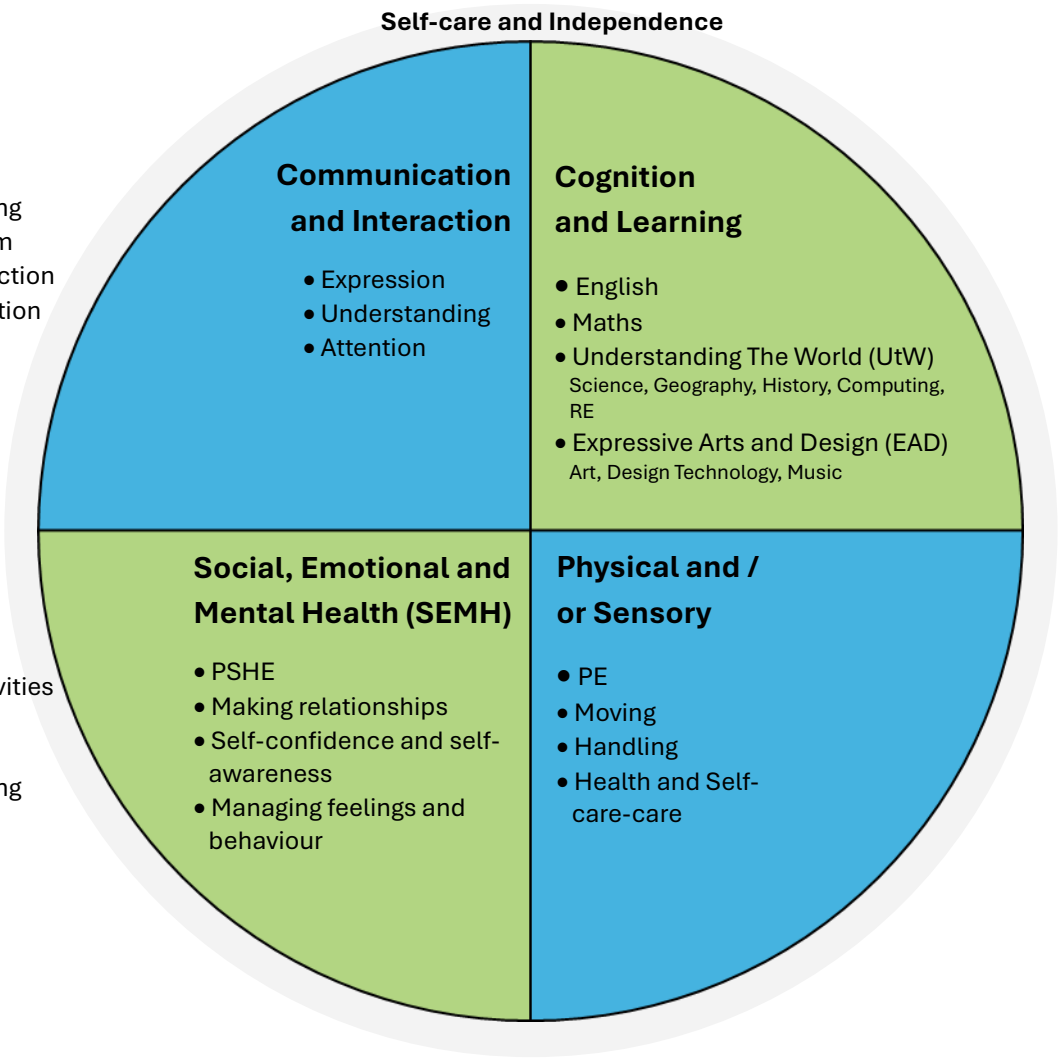
| Pathway: Explorer | | Pathway: Discovery | | Pathway: Adventure | |
|---|---|---|---|---|---|
| Route 1 | Route 2 | Route 1 | Route 2 | Route 1 | Route 2 |
| Engagement Band (0) | Learning Band 1—3 | Learning Band 4—5 | Learning Band 6—7 | Learning Band 8 | Learning Band 9—10 |

The engagement band is for those pupils who are working towards learning band 1. It is informed by Routes for Learning and is a non-linear progression band that builds skills in preparation for band 1. These pupils may have multiple and complex barriers to their learning, requiring a highly personalised and sensory curriculum. Some pupils on this learning band may experience a regression in their skills due to complex medical needs, therefore the engagement band still offers those pupils the opportunities to access learning appropriately at their level.

# Curriculum Implementation

**Our Pedagogy**

Embedded into all curriculum areas are a range of specific teaching approaches. The following diagram shows subject areas that we teach (within the central area) and includes some of the teaching approaches, our pedagogy (within the outer areas). This ensures curriculum access and engagement for all.




- Makaton
- AAC
- VOCAs
- Outdoor Learning
- Attention Autism
- Intensive Interaction
- Musical Interaction
- Talkabout
- Speech Sounds
- TacPac
- Pet Therapy
- Play

- Maths
- English
- Themed Activities & Experiences
- Reading Programmes
- Phonics
- Outdoor Learning
- Talkabout
- Intensive Interaction
- Musical Interaction
- TacPac
- Numicon
- Play
- Outdoor Learning

- Jigsaw (PSHE)
- Assemblies
- Well-being Activities
- Community Activities
- Outdoor Learning
- Trips
- Play
- Pet Therapy

- PE Sessions
- Physical Activities
- Rebound
- Physiotherapy
- Hydrotherapy
- Swimming
- Play
- Sensory Diet
- Sensory Circuits
- Outdoor Learning
- Snacktime
- Lunchtime
- Smart Moves

Our curriculum allows for flexibility and personalisation of activities in order to adapt to the complex and ever changing range of learning needs of pupils. We have high aspirations for our pupils and opportunities for learning are extended by building on the knowledge and skills they already have. Teachers adapt and adjust their lessons in response to any knowledge gaps or misunderstandings they have identified and carefully plan for next steps in each pupil's learning.

Therapies form an important part of the curriculum. These should be seen as part of the curriculum rather than as an addition.

Sensology is an educational approach devised by Flo Longhorn emphasising sensory stimulation. It covers the five basic senses (see, hear, touch, smell, taste) but also the movement related sensory systems: the vestibular and the proprioceptive. It is an approach to wake up the senses and opportunity to get pupils ready for learning. This is a vehicle used for many pupil sessions on the Explorer pathway.



Two Bridges Academy

# Communication and Interaction

Two Bridges Academy is committed to ensuring all children and young people with complex communication needs have access to and use a Total Communication System that is functional and practical for their individual needs, within school, home, and community environments.
At Two Bridges Academy we believe that communication is the foundation of all learning. Communication is supported across the school using Makaton, symbols, objects of reference and communication boards.

The Communication & Interaction aspect of the curriculum focuses on**:**

| Expression | Understanding | Attention |
|---|---|---|

Total communication includes many communication strategies used consistently around the pupil in all contexts. Children and young people with speech and language difficulties or more complex special needs may require support to initiate and take part in communication and interaction. We will advise parent/carers on strategies to use at home. It is important to make use of all methods of communication available to the children and young people. These include:

| | | |
|---|---|---|
| Gesture | Makaton | Vocalisations |
| Pointing | Objects of Reference | Speech and Spoken Language |
| Body Language | Photographs | Voice Output Communication Aids (VOCAs) |
| Eye Contact | Picture Symbols (Widgit) | Intensive/Musical Interaction |
| Facial Expression | Communication Boards | Writing |

Opportunities to learn, develop, consolidate and generalise language skills occur at all points in the school day. Less structured times such as lunchtimes, playtimes and outdoor breaks, as well as outdoor learning sessions, inclusion sessions and assemblies are used to motivate and encourage learners to use their language skills in a range of contexts.

A Trust Speech and Language Therapist (SLTh) supports the assessment and monitoring of individual speech and language programmes usually delivered by trained classroom staff across the school day and may also be supported by our Trust Speech and Language Therapist Assistant.

# Communication and Interaction

**Speech and Language Therapy Service Two Bridges Academy**

**TIER 1**

These strategies should be implemented in all classes and be accessible to all students.

- Makaton
- Visuals
- FLARA
- Objects of Reference
- Word Level Games
- * Communication Boards
- * Musical Interaction
- * Intensive Interaction
- * Speech Sound Development Programme
- * Blanks Levels of Understanding.

These will require regular monitoring and support for staff

**TIER 2**

Students will be observed, assessed, and given a specific programme from the S&LT Team with a termly review.

- Developing understanding/expression of language
- Oro-motor placement therapy- Talk Tools
- Speech Clarity- Speech Sounds/ Minimal Pairs

**TIER 3**

Direct Input :

- Pupils who have S&LT specified in their EHCP which must be legally delivered until amended with agreement from school/family.
- Pupils who have been referred via the internal referral system and are receiving assessment or 1:1 input from the S&LT Team.
- Pupils attending groups run by the S&LT Team e.g. Construction Club.

**NHS INPUT**

- Pupils with eating and drinking difficulties, pupils who are ready for an assessment for high level AAC ( VOCA) will be referred to the Sirona NHS S&LT Service



Two Bridges Academy

# Cognition and Learning

The Cognition and Learning aspect of the curriculum at Two Bridges Academy equips our learners with the knowledge they need to develop early reading and literacy skills; mathematical and scientific thinking skills; problems solving skills; and early learning skills.

Our learners are engaged through play, creativity and personalisation. Developing independence is a key component of learning. The extent to which different learners engage with the National Curriculum needs to vary, according to their attainment level and nature of their SEN. For many young people with learning difficulties, subjects such as history and music should serve to provide a context for learning rather than represent the focus of learning.

Cognition & Learning subjects are based on an early years model, appropriate to our learners, and most are taught through termly themes. Older pupils, those accessing the Adventure pathway, may be taught through discrete curriculum subjects.

| English | Maths | Understanding the World | Expressive Arts and Design |
|---|---|---|---|
| · Language to communicate — expressive and receptive<br>· Phonics (Twinkl Phonics) and reading, including comprehension<br>· Whole-word reading strategies (for those not accessing Phonics)<br>· Mark-making and writing, including a range of written genres such as stories, non-fiction, poetry etc | · Numbers and the number system, including place value and number orders<br>· Calculation (addition, subtraction, division and multiplication)<br>· Shape, Space and measure<br>· Statistics and data handling<br>· Problem solving and Reasoning using mathematics | · Science<br>· History<br>· Geography<br>· Computing<br>· Religious Education | · Art<br>· Music<br>· Design Technology |

**English: Reading**

At Two Bridges Academy we believe all learners should be actively immersed in a literacy rich environment. Multi-sensory approaches are crucial to ensure information is attended to through engagement and participation. Developing communication and reading skills is foremost and integral to our curriculum. We have a broad offer and go way beyond just phonics. The strength of our offer is building on accuracy and automaticity (reading at a glance). Motivating resources and a reading rich environment promote a love of reading. Pupils have access to a wide range of reading materials throughout the day.

Reading is at the heart of our curriculum; each pathway has its own reading route which allows all pupils to develop reading skills and become lifelong readers. Our curriculum develops all strands of reading: language, storytelling, vocabulary, sound discrimination, phonological awareness, sight recognition and comprehension.

Early language skills form the foundation of our reading curriculum. Pupils are immersed in a language rich environment with lots of opportunity to engage with songs, rhymes and music to develop early language and sound discrimination skills. This is supported by the Twinkl Phonics Programme and Musical Interaction.

Our English curriculum is built around carefully selected high quality texts and bespoke sensory stories which are linked to learning themes. Age appropriate texts are selected for each pathway to allow access for pupils at the appropriate cognitive level. Story sacks, sensory stories and big books support learning and enable pupils to explore texts in an engaging way.

# Cognition and Learning

**Reading Routes**
There are three reading routes that support the development of language and reading skills for our learners.

**Explorer Pathway → Pre-Emergent Readers.** Learners develop pre reading skills through opportunities to develop language and vocabulary building. Learners experience early phonological awareness through the Twinkl Phonics Programme Level 1, and the early stages of the Functional Language and Reading Approach (FLARA). The use of technology such as eye-gaze, E-tran frames and switches also enable pupils to actively participate in storytelling, songs and rhymes.

**Discovery Pathway** **Emergent Readers**. Learners continue to develop pre-reading skills and reading readiness through language and vocabulary development, story sacks, story retelling, word awareness, letter recognition, Twinkl Phonics Level 2 onwards, and the Functional Language and Reading Approach (FLARA).

**Adventure Pathway** **Fluent Readers.** Learners continue to extend and upon their reading skills through Twinkl Phonics, Levels 5 and 6, Functional Language and Reading Approach (FLARA) and reading comprehension skill

| Pathway: Explorer | Pathway: Discovery | Pathway: Adventure |
|---|---|---|
| **Pre-emergent Readers**<br>Experience<br>Listening Skills<br>Vocabulary Building | **Emergent Readers**<br>Reading Readiness<br>Pre-reading Skills | **Fluent Readers**<br>Phonics<br>Reading Schemes |
| · Develop early language through the Sound Development Programme.<br>· Develop listening skills through songs and nursery rhymes.<br>· Develop early phonological awareness through the Twinkl Phonics Programme Level 1.<br>· Share and explore sensory stories.<br>· Encounter and use symbols, objects of reference, Eyegaze and E-Trans Frame.<br>· Engage with Musical Interaction and TACPAC sessions.<br>· Share pre-reading books (Rhino Readers Scheme).<br>· Begin to engage with Level 1 of the Functional Language and Reading Approach (FLARA).<br>· Begin to explore early mark making. | · Develop early language through the Sound Development Programme.<br>· Develop listening skills through songs and rhythmical musical activities.<br>· Retell stories and join in with repeated phrases and actions.<br>· Develop reading readiness skills through sharing books.<br>· Continue to develop phonological awareness through discreet Twinkl Phonic sessions, Level 2 onwards.<br>· Engage with the Rhino Readers Reading Scheme.<br>· Are immersed in a Total Communication Approach<br>· Engage with levels 1-3 of the Functional Language and Reading Approach (FLARA)<br>· Develop writing and spelling. | · Continue to develop phonological awareness and grammatical understanding through Twinkl Phonic sessions, Levels 5-6.<br>· Engage with levels 3 onwards of the Functional Language and Reading Approach (FLARA).<br>· Enjoy a range of Rhino Reading books and read for pleasure.<br>· Explore fiction and non-fiction texts.<br>· Develop reading comprehension skills.<br>· Develop writing and spelling.<br>· Active reading linked to National Curriculum yearly outcomes. |

The reading routes are flexible and pupils can move between routes. Regular assessment and in-depth knowledge of pupils along with input from the Speech and Language therapist, ensures pupils are on the correct reading route.

# Phonics

**Phonics**

Ofsted does not have a preferred programme or approach. What's important is that schools take an approach that is rigorous, systematic, used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and achieves strong results for pupils, including the most disadvantage"

We aim to deliver high quality phonics teaching adapted to meet individual needs within a language rich curriculum in order to achieve high standards in reading and writing. As a school we achieve this through the implementation of the Twinkl Phonics Programme. We ensure that all pupils have adequate time to review GPC's, learn new GPCs, then practise, re and apply their learning so it moves into the long-term memory and reading becomes automatic and fluent.

Regular Phonics lessons form part of our Communication, Literacy & Language curriculum. Pupils have access to a wide range of fiction and nonfiction texts through the Rhino Readers Scheme which complements the Twinkl Phonics programme, these can be shared with pupils and provide them with more reading experiences.

**Twinkl Phonics**

Twinkl Phonics is a fully comprehensive, synthetic phonics teaching programme delivered through the stories and adventures of Kit, Sam and the Twinkl Phonics family, the scheme builds and develops the skills and understanding children need to become effective, independent readers and writers. Once a pupil has completed the Twinkl Phonics programme, they can use their knowledge to read an array of words. They should also be able to use strategies learnt such as decoding and blending to read unknown words.

The systematic introduction of sounds and common exception words ensures challenging yet supportive learning outcomes that build upon prior knowledge. This ensures progression and continuity between the three different learning routes.

**Pre Phonics**

Twinkl Phonics has a comprehensive Level 1 that is central to the progression and development of communication and reading. This approach is supported by the fundamental principles for developing essential early Literacy skills (Neaum 2019). These are identified within 5 core areas:

· Spoken language/communication

· Physical awareness that supports sensory awareness and integration

· Meta-linguistic

· An understanding of the functions and form of print and the ability to symbolise

· Phonological awareness.

# Cognition and Learning

**Sight Reading– Functional Language and reading Approach (FLARA)**
Children's language skills are connected to their overall development and can predict their educational success. As speaking and listening develops, children build foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing (DfE, 2024).

Sight words are words that are recognised 'by sight' rather than sounded out phonetically. All words eventually become sight words for experienced readers. However, for beginner readers, a great deal of time and energy is often spent learning sight words, also known as 'high-frequency' words. High-frequency words are words that are the most commonly occurring in print.
We recognise that children are expected to learn to read through the teaching and learning of Phonics, however for some of our learners who have struggled to learn to read using phonics, focusing on learning to read words by sight can be an effective alternative.

At Two Bridges Academy we have developed a Functional Language and Reading Approach (FLARA) which forms part of our Communication, Literacy & Language sessions. FLARA is based on the principles of the See & Learn Down Syndrome Educational Trust Programme, Early Functional Vocabulary First 300 Words and Dolch and Fry's High Frequency Sight Word List.

The approach aims to accelerate the development of foundational language skills for all pupils and is designed to build on visual processing strengths and to compensate for short term memory and speech difficulties.

The approach focuses on teaching learners early vocabulary that is meaningful and relevant, sight words based on a learner's personal interests, High Frequency Words, simple phrases, sentences and grammar rules. FLARA supports learners to make connections between language, Makaton, pictures, widget symbols and whole word sight recognition, all of which contribute towards a learner's ability to become independent readers in the world in which they live.

FLARA teaches early language skills and sight word reading following carefully structured and developmentally appropriate activities designed to:
· Teach a vocabulary of motivational, meaningful and age appropriate words selected from those commonly learned by most children and young adults.
· Introduce reading for meaning with simple books using the taught vocabulary.
· Teach sight word recognition selected from previously taught vocabulary, using reading to support spoken language development and teaching foundational literacy skills
· Teach two-keyword phrases illustrating how words can be combined in spoken language to communicate different meanings.

Once pupils have started to master their identification and comprehension of the sight words taught, it is vital that plenty of opportunities are provided for learners to practice those skills in various situations, for example out in the community.

# Cognition and Learning

**Writing**

Our curriculum equips pupils with the skills and knowledge needed to enable them to use their writing skills functionally and recreationally in life beyond school.

The teaching of Phonics and reading is linked closely to our writing offer. Pupils are supported within their handwriting journey from mark making through to letter formation. During Phonics lessons pupils learn to form letters and link these to their phoneme moving from writing individual sounds and letters to forming words.

Physical disabilities and delayed physical development affect the gross and fine motor skills necessary for writing. Cognitive impairments may affect the speed at which learners can control their movements. For this reason, progress in physical development is closely linked with progress in writing. Writing sessions include strategies for developing the physical skills of writing. Some pupils may require the use of technology in order to write, depending on their needs.

# Cognition and Learning

**Maths**

Our Mathematics curriculum enables pupils to develop the mathematical understanding required to make sense of the world around them and participate as independently as possible in everyday life. Pupils develop knowledge and skills across **Number and Place Value** and **Shape, Space and Measure**, with planned opportunities to revisit, consolidate and apply their learning across the school's rolling three-year curriculum cycle.

Mathematical learning is carefully adapted through the Explorer, Discoverer and Adventurer pathways so that it is meaningful, accessible and appropriately challenging for every pupil. The Explorer aspect of our Maths curriculum ensures that these pupils have the foundational skills needed to move onto specific mathematical concepts, when they reach the Discovery pathway, e.g. counting and adding. Pupils on the Explorer pathway develop foundational mathematical understanding through sensory exploration, anticipation, object permanence, noticing change, matching, early comparison and an awareness of pattern and quantity. These skills are developed through purposeful activities such as Sensology, TACPAC, musical interaction, play and everyday routines rather than through discrete Mathematics lessons.

We further ensure that there is clear progression as pupils grow and learn, building upon their prior learning, but also widening and adapting the experiences and environments through which they learn. As pupils progress through the Discoverer and Adventurer pathways, they develop their understanding of number, calculation, shape, space, measure, time and money. Practical resources, including Numicon and concrete objects, support pupils to explore and secure mathematical concepts. Songs, rhymes, physical activities, games and real-life experiences provide repeated opportunities for pupils to practise and apply their learning.

Mathematical skills are embedded throughout the school day and applied in meaningful contexts such as shopping, cooking, travel, routines, managing time and using money. As pupils move through the Adventurer pathway and into Post-16, they develop their reasoning, problem-solving and functional mathematical skills. Where appropriate, pupils work towards Entry Level or other accredited qualifications, including AQA awards. Those Post 16 learners who are not working towards entry level, focus on their functional maths skills and accredited AQA qualifications with a focus on the life skills of time and money. The overall aim is for pupils to use Mathematics with increasing confidence, understanding and independence in school, at home and within the wider community.

Maths is taught through a personalised approach for each pupil. Practical resources, such as Numicon, are used to support the development of number and to consolidate and reinforce number concepts. The use of songs, number rhymes and music also help our pupils secure their mathematical learning. Physical activities and games are used in maths to reinforce key mathematical models and learning.

# Understanding the World

**Understanding the World**

| Understanding the world | | | | |
|---|---|---|---|---|
| History | Geography | Computing | Science | Religious Education |

**History**

Our History curriculum inspires pupils to develop curiosity about themselves, other people and the world around them. It enables pupils to understand that people, places and communities change over time and supports them to recognise how their own personal history connects to their family, local community and the wider world.

Learning begins with familiar and concrete experiences, such as pupils exploring themselves, their families, important events, celebrations and changes within their own lives. As pupils progress through the Explorer, Discoverer and Adventurer pathways, they encounter significant people, events and periods from local, British and wider world history. Pupils are supported to develop an emerging understanding of historical concepts, including chronology, continuity and change, cause and consequence, similarity, difference and significance.

History is made accessible through sensory stories, photographs, artefacts, role play, music, art, visits and first-hand experiences. Pupils are supported to explore historical sources, communicate observations and express their ideas, preferences and opinions using their preferred communication strategies.

Through History, pupils develop an understanding of the experiences and achievements of a diverse range of people from the past. This supports pupils to develop empathy, respect, a sense of identity and belonging, and an understanding of how past events continue to influence communities and society today.

**Geography**

Our Geography curriculum inspires pupils to explore and develop curiosity about the world around them. It enables pupils to build knowledge of people, places, environments and communities while developing a sense of belonging within their locality and an understanding of their place in the wider world.

Learning begins with pupils exploring familiar people, spaces, environments and journeys. As pupils progress through the Explorer, Discoverer and Adventurer pathways, they develop their understanding of their school, local community, the United Kingdom and the wider world. Geography is delivered through first-hand exploration, local visits, photographs, maps, globes and digital technology. Pupils are supported to observe, compare, ask questions and communicate geographical information using their preferred communication strategies.

Through Geography, pupils learn to recognise important features of their environment, understand weather and seasonal change, follow familiar routes and use maps and symbols where appropriate. Through Geography, pupils develop environmental awareness, respect for diverse people and communities, and the practical skills required to travel and participate in in their community.



Two Bridges Academy

# Understanding the World

**Science**

Our Science curriculum inspires pupils to develop curiosity about themselves, living things, materials, environments and the physical world. Through meaningful scientific experiences, pupils are encouraged to explore, investigate, ask questions, notice changes and develop an understanding of how the world around them works.

Learning is carefully adapted through the Explorer, Discoverer and Adventurer pathways. Pupils develop scientific understanding through sensory exploration, active play, practical investigation and increasingly structured activities. They are given repeated opportunities to observe, anticipate, compare, classify, make predictions, test ideas, solve problems and communicate what they notice.

Pupils develop subject-specific vocabulary and concepts through their preferred communication strategies. Adults model scientific language and support pupils to communicate choices, questions, observations and findings at a level appropriate to their needs.

Science learning is connected to pupils' everyday lives through areas such as food, plants, animals, the human body, health, materials, forces, light, sound, electricity, weather and the environment. These experiences enable pupils to develop functional scientific knowledge.

**Religious Education (RE)**

Religious Education (RE) at Two Bridges Academy is taught to all pupils and supports their spiritual, moral, social and cultural development. Through learning about a range of faiths, beliefs and worldviews, pupils develop respect for others and an understanding of both similarities and differences within communities.

The teaching of RE is based on the two attainment targets of Learning About Religion and Learning From Religion, enabling pupils to develop knowledge and understanding of faiths and beliefs whilst reflecting on their own experiences, relationships and values. Learning within RE is carefully differentiated to meet the needs of pupils and is delivered through the Explorer, Discoverer and Adventurer pathways, ensuring that all pupils can access and engage with religious education at an appropriate level.

Our RE curriculum is carefully sequenced so that pupils move from understanding themselves and their immediate experiences to exploring faith communities, beliefs, practices and wider worldviews. Learning begins with familiar and concrete concepts before progressing towards more abstract religious ideas. Across the three curriculum cycles, pupils progress from exploring themselves and their world, to understanding faith communities and traditions, before considering how beliefs influence people's lives, communities and society. This enables pupils to build knowledge and understanding over time whilst making meaningful connections between their own experiences and the wider world.

The curriculum is delivered through a thematic approach underpinned by five key threads, adapted from Krisman (2008):

- **Connection** – relating learning to pupils' own lives and experiences.
- **Knowledge** – developing understanding of key beliefs, teachings and practices.
- **Sense** – engaging pupils through meaningful sensory and practical experiences.
- **Symbols** – exploring significant religious symbols, artefacts and traditions.
- **Values** – reflecting on the values that faiths promote and how they influence people's lives.

# Understanding the World

These threads provide consistency across all learning and ensure pupils develop both their understanding of religion and their ability to make personal connections with what they learn.

Our RE curriculum reflects the South Gloucestershire agreed syllabus and recognises that the principal religious tradition in Great Britain is Christianity whilst also teaching about other major world faiths represented in modern Britain, including Islam, Judaism, Sikhism and Buddhism. Themes are planned to create meaningful links with significant religious festivals and celebrations throughout the year, supporting pupils to develop an understanding of both faith and community in the world around them.

Assemblies take place and are used to emphasise the common values of our school. They are an opportunity to spend time with each other and to learn through reflection, music and celebration. Assemblies are used as an opportunity to share and celebrate learning through both our Jigsaw PSHE themes, R.E. celebrations and celebration of achievement. As such, they are regarded as a valuable teaching and learning opportunity.

**Computing**

The Computing curriculum at Two Bridges Academy develops pupils' knowledge, skills and understanding across Computer Science, Information Technology and Digital Literacy, providing a clear progression journey from Primary to Secondary. Pupils complete activities relating to these areas each throughout the year and through functional application of skills related to each area in wider curriculum contexts.

Our Computing curriculum is carefully adapted and differentiated to meet individual needs, ensuring that all pupils can develop their skills, confidence and independence regardless of their starting point. Through differentiated pathways, pupils follow a progression journey that supports engagement, purposeful use and increasingly independent application of technology.

The curriculum is organised around three key themes: **Functional Skills, Online Safety and Exploring AI**. In Primary, pupils develop their understanding through exploring technology, developing cause and effect, making choices, building confidence with digital experiences and recognising safe use. As pupils progress into Secondary, learning develops towards using technology with greater purpose and independence, creating digital content, applying, solving problems and becoming responsible digital citizens.

We want our Computing curriculum to support pupils to become active participants in the digital world by teaching them to:

· Engage with technology in ways that are meaningful and accessible;
· Use technology to communicate, express choices and develop independence;
· Create, explore and solve problems using digital tools;
· Understand how technology works and how it can support everyday life;
· Use technology safely, responsibly and respectfully;
· Make informed choices when using digital systems and emerging technologies, including AI.

Our curriculum supports pupils to access technology in an immersive and personalised way by providing opportunities to use a wide range of technological equipment and access methods that are appropriate to individual needs. This may include using their eyes, voices, gestures, switches, buttons, touch screens, keyboards, mice and other assistive technologies. Pupils are supported to develop increasing control, confidence and independence when interacting with technology.

# Understanding the World

Communication and interaction are central to the Computing curriculum, with a Total Communication approach embedded throughout learning opportunities across the school day. Pupils may use a range of high-tech Augmentative and Alternative Communication (AAC) systems and assistive technologies, including eye gaze technology, VOCAs and switches. Through carefully planned technology experiences, pupils develop communication skills, make choices, express preferences and build confidence in interacting with others

**Online Safety** is embedded throughout the curriculum, supporting pupils to develop the knowledge and skills needed to participate safely and responsibly in the digital world. This includes understanding privacy, personal information, online communication, safe choices and seeking support when needed. These areas are aligned with current DfE expectations and the updated RSE guidance, ensuring pupils develop the skills needed for life in an increasingly digital society. E-safety week provides a focus for whole school work and includes an assembly.

The curriculum also reflects the rapid development of technology, including the increasing presence of Artificial Intelligence (AI) in everyday life. Pupils are supported to explore, understand and use AI appropriately, progressing from recognising AI-supported technology to using AI tools creatively, evaluating information and understanding the importance of responsible use.

Through this progressive approach, Computing at Two Bridges Academy enables pupils to develop the digital skills, confidence and understanding needed to communicate, participate, achieve greater independence and prepare for adulthood in an increasingly digital world.

# Expressive Arts and Design

**Expressive Arts and Design**

**Music**

Our Music curriculum provides pupils with an expressive, enjoyable and accessible means of communicating, creating and connecting with others. Music supports pupils to develop communication, shared attention, anticipation, creativity, confidence and self-expression while promoting personal, social and emotional development.

Music is embedded throughout the school day through songs, musical cues, routines, transitions and opportunities for shared interaction. It is also taught through structured Music sessions in which pupils explore, listen, respond, create and perform at a level appropriate to their needs.

Learning is carefully adapted through the Explorer, Discoverer and Adventurer pathways. Pupils begin by noticing and responding to sounds, rhythms and musical interactions. They develop cause-and-effect understanding, make choices and participate in shared musical experiences. As pupils progress, they use their voices, bodies, instruments and technology to create and perform music, explore musical elements and communicate their preferences and ideas.

The Charanga programme supports the progressive development of musical knowledge and skills and provides opportunities for pupils to experience a broad and diverse range of musical styles, traditions and cultures. This ensures that pupils have a varied and vibrant experience during their musical journey through school. There are also opportunities to explore music linked to termly themes. Learning may also be connected to termly themes, celebrations, performances and wider curriculum experiences.

**Art**

Our Art curriculum provides pupils with opportunities to explore, create and communicate through a broad range of visual, tactile and sensory experiences.

Learning is carefully adapted through the Explorer, Discoverer and Adventurer pathways. Pupils explore colour, line, shape, pattern and texture. They are given repeated opportunities to explore materials, practise techniques, make choices and develop increasing control, confidence and independence.

Art provides an important means of self-expression for pupils and they are encouraged to make decisions, take creative risks, reflect on their work and develop a sense of ownership and achievement.

The curriculum introduces pupils to the work of a diverse range of significant artists from different cultures and traditions. Pupils explore artistic styles, techniques and materials and use these experiences to inform their own work.

Art supports creativity, sensory development, fine motor skills, emotional wellbeing and confidence. It enables pupils to develop an appreciation of different perspectives and cultures while recognising that their own ideas, choices and creative contributions are valued.

# Expressive Arts and Design

**Design Technology**

Our Design and Technology curriculum enables pupils to develop creative, technical and practical knowledge through purposeful designing, making and evaluating. It supports pupils to solve practical problems, communicate choices and develop the skills required for increasing independence in everyday life.

Learning is carefully adapted through the Explorer, Discoverer and Adventurer pathways. Pupils begin by exploring materials, tools, foods, textures through sensory and practical experiences. As pupils progress, they learn to communicate preferences, make choices, contribute ideas, follow processes and create products for a particular purpose or user.

The rolling three-year curriculum cycle ensures we encompass the key areas of designing and making, technical and practical knowledge, evaluating and testing ideas and cooking and nutrition. Pupils are given sufficient time and repetition to practise skills, consolidate their understanding and reflect.

Through cooking and Food Technology, pupils learn to identify, prepare and cook healthy drinks, snacks and meals. They develop fine motor skills, sensory awareness and an understanding of hygiene and kitchen safety. Cooking provides meaningful opportunities to apply communication, literacy and mathematical skills while exploring foods from different cultures, communities and historical periods. Sharing snacks and meals which we have cooked will provide social experiences for our pupils.

Design and Technology promotes creativity, cooperation, resilience and problem-solving. It enables pupils to communicate ideas and preferences, evaluate their work and develop practical skills.

# Social, Emotional and Mental Health

The subject areas within our SEMH curriculum that are formally taught are:

| Personal, Social and Health Education (PSHE) | Relationship and Sex Education (RSE) | Spiritual, Moral, Social, Cultural (SMSC) | British Values |
|---|---|---|---|
| This is delivered through an adapted version of the Jigsaw curriculum . It covers a broad range of topics relevant to the chronological and cognitive developmental stages of the learners including:<br><br>· Mental health and wellbeing<br>· Hopes and fears, including personal goals<br>· Friendships and conflict<br>· Relationships & Sex Education (RSE)<br>· Online safety<br>· Life cycles, growth and change | | Opportunities to learn about the importance of British values and to further develop pupils' awareness, understanding and develop skills in relation to SMSC, are weaved throughout our SEMH curriculum. This includes through assemblies and planned activities that relate to local, national and global celebrations and events.<br>British values underpin what it is to be a British citizen in a modern and diverse Britain, as well as promoting moral and cultural understanding that celebrates the diversity of the UK.<br><br>Political Impartiality- Where political issues arise during the course of teaching, we will ensure that opposing views are presented in a way appropriate to the developmental needs of our pupils. Information will be balanced and teaching will not seek to convince pupils that any political position is correct.<br>All teaching will promote shared values, such as tolerance and respect. | |

**PSHE**

At Two Bridges Academy, Personal, Social, Health and Economic Education (PSHE) is taught as part of our SEMH curriculum. Our curriculum enables pupils to rehearse and embed the practical skills and understanding needed to lead fulfilling lives and enjoy safe and healthy relationships.

| |
|---|
| Being Me in My World |
| Celebrating Difference |
| Dreams and Goals |
| Healthy Me |
| Relationships |
| Changing Me |

# Social, Emotional and Mental Health

**RSE**

Relationships and Sex Education plays an important role within the curriculum and school life.
We teach RSE as part of our whole school PSHE curriculum whilst respecting faiths, beliefs and contexts of our pupil's families, engaging with parents and carers throughout. This is also known and often referred to as RSHE (Relationships, Sex and Health Education).
The teaching of Relationships, Sex and Health Education (RSHE) is a statutory requirement in all schools and at Two Bridges Academy, all lessons are carefully differentiated to ensure meaningful and appropriate learning is taking place across all curriculum pathways.

Below is an example of topic areas that pupils will cover some or all of:

| |
|---|
| People and families that care for me |
| Caring and respectful relationships |
| Coping positively with puberty |
| Online relationships and being safe |
| Online relationships and being safe |
| Conflict resolution |

Relationships and Sex Education does not encourage early sexual experimentation.
It teaches pupils to understand how their bodies are changing and aims to support pupils in developing their confidence, maturity and self-esteem.
It is highly important that pupils understand how to respect and protect themselves and others.

**Therapies**

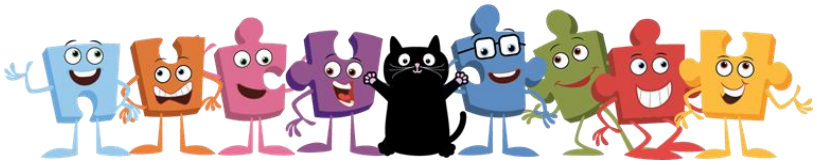
We have access to, and work closely alongside, external professionals and services to augment the delivery of SEMH.

These include the following:

| |
|---|
| Sensory Occupational Therapist |
| CAMHS LD |
| Creative Therapies |
| Intensive Positive Behaviour Support (Health) |
| Visiting Wellbeing Practitioners |
| Positive Behaviour Support (within School) |

# Social, Emotional and Mental Health

**Jigsaw**



Our PSHE/RSE curriculum is taught using the *Jigsaw* scheme. All Jigsaw lessons are delivered with the careful consideration of age, cognitive and physical development and emotional maturity, enabling teachers to meet each pupil's individual needs. Inclusion and enrichment opportunities also contribute to SEMH education, as they provide safe spaces for pupils to apply and generalise their learning in a range of contexts. The overview on the next page (Pg.22) summarises the content of each of Jigsaw's units of work (Puzzles).

As we use a whole school approach to PSHE/RSHE, lessons are delivered using the same structure in every class, enabling pupils to anticipate and correctly identify each section of the lesson.

An outline of lesson structure is noted in the table below:

| Section of lesson | What happens? |
|---|---|
| 1. Jigsaw Charter | The Jigsaw Charter is a class and/or group agreement which is shared and discussed at the beginning of each lesson.<br>It encourages positive behaviours and outlines expectations, addressing the importance of respect for others. |
| 2. Connect Us | 'Connect Us' games support pupils to develop their social skills e.g. turn taking, listening, sharing, conflict resolution. |
| 3. Calm Me | A time for pupils to participate in mindfulness activities with use of a chime and/or calming music. Pupils may explore breathing techniques and prepare their minds and bodies for new learning. It is also a time for pupils to become more aware of their thoughts and emotions. |
| 4. Open My Mind | This is where the learning intention is introduced to the pupils. |
| 5. Tell Me or Show Me | This section of the lesson is used to introduce new information, concepts and skills, using a range of teaching approaches and activities |
| 6. Let Me Learn | After receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning. This is time for pupils to further explore what they have been taught through a planned activity. |
| 7. Help Me Reflect | Pupils are encouraged to reflect on their learning experience and their progress. |

This overview summarises the content in each of Jigsaw's units of work (the puzzles).

| Term | Overview |
|---|---|
| 1<br>Being Me In My World | This puzzle covers a wide range of topics, including a sense of belonging, welcoming others, and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice. |
| 2<br>Celebrating Difference | This puzzle focuses on similarities and differences and teaches pupils about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and some classes will also explore the concept of 'normality'.<br><br>Anti-bullying (including cyber and homophobic bullying) is also an important aspect of this puzzle. |
| 3<br>Dreams and Goals | This puzzle helps children to think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks.<br><br>Children also learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world. |
| 4<br>Healthy Me | This puzzle covers 2 main areas of health:<br>**Emotional/Mental Health** – Relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress.<br><br>**Physical Health** – eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe and first aid.<br><br>The majority of the statutory content for Health Education (DfE) is contained within this puzzle. |
| 5<br>Relationships | This puzzle starts with building a respectful relationship with self and covers topics such as:<br><br>-Families, friendships, pets and animals, and love and loss.<br>-A vital part of this puzzle is about safeguarding and keeping children safe; this links to online safety and social networking.<br>-Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. Pupils will explore roles and responsibilities in families and friendship groups and consider stereotypes. |
| 6<br>Changing Me | This puzzle explores change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding.<br><br>Each year group thinks about looking ahead, changing classrooms (including changing peers and staff) and how to cope positively with such changes.<br><br>Life cycles and human reproduction are taught in some older classes, depending on age, physical and cognitive development. |

# Physical and / or Sensory

The Physical &Sensory  Development aspect of the curriculum equips our learners with the skills they need to become adults who are as independent and healthy as possible, and who are aware of their own and others' physical needs.

The Physical and Sensory Development aspect of the curriculum focuses on:

| **Moving (Gross motor skills)** | **Handling (Fine motor skills)** | **Health and self-care** |
|---|---|---|
| · Swimming  / Cardio<br>· PE<br>· Physiotherapy<br>· Occupational Therapy<br>· Hydrotherapy<br>· Rebound<br>· Outdoor learning | · Mark making activities<br>· Getting dressed/undressed<br>· Operating a range of tools or technology | · Body awareness<br>· PSHE linked to health<br>· Healthy Eating<br>· Understanding own health needs |

These are delivered through programmes and strategies such as:

| |
|---|
| Real PE—This is the scheme of work we use at Two Bridges Academy, which is systematic and has a clear progressive pathway . |
| Sensory Diet |
| Adapted Games such as Sensory Rugby, Sensory Dance |
| Dough Disco / Funky Fingers / |
| Individual Sensory Programmes e.g. Physiotherapy/ Occupational therapy, Smart Moves |
| Wake up shake up initiatives |
| Hydrotherapy |
| Rebound Therapy |
| Pre-writing and writing opportunities |

Outdoor learning, sensory diet and play opportunities also contribute to the Physical Development curriculum and provide opportunities for pupils to apply and generalise skills as these provide safe spaces for learners to move and explore the world around them.  Pupils have opportunities to develop skills and foster independence, for example, self- feeding and getting dressed.

A team of therapists support the sensory and physical development of our pupils, including physiotherapy, hydrotherapy programmes and OT recommendations.

# Physical and / or Sensory

At Two Bridges Academy, physical development is a key priority, and our intent is to support our learners in developing their gross and fine motor skills through a variety of everyday activities. We aim to equip our pupils with the skills needed to carry out self-care routines and become as independent as possible. To achieve this, we use a range of approaches, including physiotherapy, swimming, hydrotherapy, rebound therapy, PE sessions, outdoor learning, and fine motor skill programmes.
Our learners are also supported in managing their sensory needs and developing strategies for self-regulation. Through strong links with the local community, including schools and sports organisations, pupils have opportunities to collaborate on projects, participate in events or festivals, and experience sports coaching. We aim to provide lifelong pathways in physical development by utilising community facilities whenever possible. Physical and sensory learning are planned as a high priority, underpinning learning throughout the school day.

We have developed a carefully planned three-year cycle at Two Bridges Academy that integrates units from Real PE, focusing on agility, balance, coordination, healthy competition, and cooperative learning. This curriculum is mapped to ensure comprehensive coverage of fundamental skills across the academic year. Pupils are given the opportunity to engage in adapted games such as netball and rugby, where they can apply their skills while enhancing their enjoyment of various sports, games, and dance. The units are sequential, ensuring systematic teaching and progression. They have the opportunity to engage in RealPE daily sessions to continue to practice the fundamental movement skills.

For pupils accessing the Explorer pathway, we offer a sensory approach to PE, using sporting movements to music with real equipment. We follow the Bristol Bears sensory PE units, which are mapped into our three-year cycle and focus on one sport for two terms. This repetition allows for overlearning and consolidation of skills. Pupils on the Discovery and Adventure pathways follow the Real PE units, exploring a new area of focus each term while also engaging in the Bristol Bears sensory sport units. These units help pupils learn about teamwork, rules, and experience sports at an appropriate level.

By integrating holistic learning behaviours such as personal and social skill development into physical activities, we create an inclusive environment where every child can thrive and develop their physical skills. We use the Real PE multi-ability cogs to focus on learning behaviours and map these into our curriculum overview. We understand that nurturing the whole child is essential, even for the most reluctant movers or those who may not be ready to engage in structured and semi structures REAL PE sessions. Our aim is to excite and inspire children to be physically active, setting the foundation for lifelong physical and emotional well-being. For some students, the PE sessions focus on these learning behaviours, allowing them to progress at different rates through the multi-ability cogs. We use equipment of interest to support engagement and create spaces that encourage physical movement. By weaving these diverse elements together, we ensure that physical development at Two Bridges Academy is not only about building physical skills but also about fostering a love for movement, teamwork, and lifelong health.

Additionally, our PE curriculum includes opportunities for enrichment activities throughout the year. We are developing partnerships with Bristol Bears and Gloucester Cricket, and we attend various sporting events, allowing our pupils to socialise with other schools and experience a wide range of physical activities.

# Physical and / or Sensory

**Smart Moves**

The Smart Moves programme is an intervention designed to support the development of gross motor skills. It is used in school to help identified students improve their physical coordination, balance and movement patterns, which are essential for their overall physical development and everyday functioning and participation in physical activities. This is also incorporated into sensory circuits, which support individual sensory needs.

**Swimming and Hydrotherapy**

We have access to a hydrotherapy pool for those pupils who have the provision stipulated in their EHCP and therapist recommendation. The warmth and weight of the water allows their muscles to relax and eases joint pain while increasing the range of movement throughout their bodies. All pupils who receive hydrotherapy will have a hydrotherapy plan, which is written by physiotherapists.

We follow a swimming progression programme, which allows pupils to gain certificates and awards for progression with their swimming. The progression document includes opportunities for self-care and independence skills. Throughout the swimming sessions, there are opportunities for cross curricular links to maths, communication and other topic related learning. This progression document supports teachers with their planning and target setting to ensure pupils progress throughout their time at school.

# Self-Care and Independence

At Two Bridges Academy we believe that Self-care and Independence education is essential in preparing pupils to thrive independently and to experience success in life. We focus on ensuring our pupils to develop functional skills for living so that they are able to lead a fulfilling and more independent life.

Self-care and independence is promoted across all subjects. Pupils develop the knowledge and understanding of a range of skills such as:

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|---|
| Toileting |
| Being Safe |
| Managing risks |
| Where to get help |

Pupils develop the knowledge and understanding of a range of skills such as toileting, being safe, managing risks, including where to get help. Staff encourage and promote independence and self-help skills as much as possible and give the children sufficient time to achieve. By promoting independence, we build the confidence of our pupils in their ability to do things for themselves. Evidence based practise, including chaining approaches, are used across the school to teach skills.

All pupils have personalised plans, which adults use to support them to develop and keep safe. These may include health care plans, positive behaviour plans, intimate care plans, manual handling plans and personal emergency evacuation plans (PEEPs). While pupils may need adult support to ensure these plans can be implemented, our intention is that we are always trying to ensure pupils can be as involved as possible in this and increasingly take appropriate responsibility for their own care, as part of their learning.

We actively plan for and promote opportunities for our pupils to practise their new skills in different contexts. We provide both onsite and offsite opportunities for our pupils to develop their independence skills. For example, visiting the shops and crossing the road can facilitate this.

Developing independence supports pupil development and understanding of British Values. Two Bridges Academy promotes British Values through our spiritual, social and cultural learning that permeates through the school's curriculum and supports the holistic development for the child. This supports pupils' ability to be responsible, respectful, active citizens who demonstrate this by contributing positively to society as valued members of their community.

# The Role of Play

Play is an essential aspect of learning. It provides essential opportunities for learners to show how they understand the world and operate within it. Play itself moves through clear stages which provide indicators of a learner's developmental stage.

There are four guiding principles that shape our practice in the early years. These are:

| |
|---|
| Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured |
| Children learn to be strong and independent through positive relationships |
| Children learn and develop well in enabling environments with teaching and supporting from adults who respond to their individual interests and needs and help them to build their learning over time |
| The importance of learning and development. Children learn and develop at different rates |

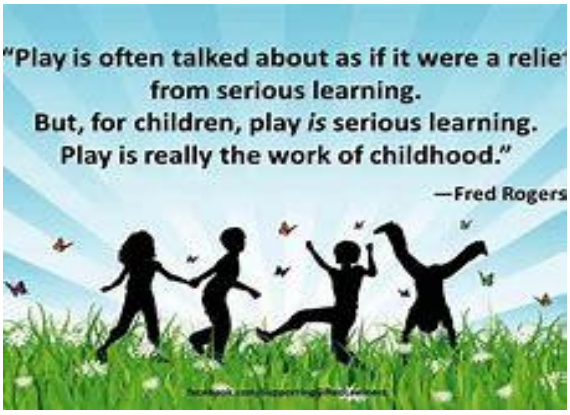
The Characteristics of Effective Learning describe behaviours children use in order to learn through their play. These include:

| |
|---|
| Playing and Exploring – Engagement - finding out and exploring |
| Active Learning – Motivation – Being involved and concentrating, keep trying, enjoying achieving what they set out to do |
| Creative and Critical Thinking – Thinking – having their own ideas, making links, working with ideas |

Through play, our learners can acquire, apply and generalise social, communication, imaginative and independence skills. For many it will form the bedrock of their education and exploration and will provide a strong platform for those who may progress on to more formal curriculum.

At Two Bridges Academy, learners have frequent opportunities for self-directed play to enable them to explore and develop their skills. In class, play resources are often linked to the curriculum theme so to support them to consolidate and generalise their learning.

Staff may act as play partners; playing alongside/with the pupil to encourage the development of their play and their learning. Staff use approaches such and encouraging joint attention, modelling skills and scaffolding learning.






Two Bridges Academy

# The Learning Environment

The learning environment plays a key role in supporting and extending children's development and learning and behaviour. How pupil's behaviour is supported and their personal development nurtured will be reflected in the environment surrounding them.

Some pupils learn well in busy, stimulating environments; others feel more secure in lower stimulation, structured environments, especially when learning something new or experiencing something for the first time. The physical learning environment can be challenging for those with sensory differences. Pupils are exposed to lots of sensory information from the environment (noise, visual, smell/taste, touch) and from sensations within the body (movement and body awareness). However, to be able to function effectively they need to pay attention to the important information and filter out the rest. Some pupils may not be able to effectively filter out some sensations and can become overwhelmed (hyper-sensitive); others may filter out too much and seem under responsive (hypo-sensitive). Considering the sensory environment in school is the first stage in addressing sensory difficulties.

We expect all staff to respond creatively and flexibility in regard to the needs of pupils when planning the learning environment. This reflection helps staff to consider which elements need altering in order to bolster the teaching and learning provision on offer. Environmental audits are helpful to staff to assess and create an environment that enables the participation of pupils.

Other professionals may work with pupils and they can provide the necessary input to environmental modifications to support pupils. They can include considerations about lighting, colour and contrast, size, organization and visual clutter.

At Two Bridges Academy, the classroom environment can vary depending on the needs of the children in each class and the learning activity. However, there are key expectations regarding the learning environment throughout the school. These include:

| |
|---|
| Visual timetable |
| Routines |
| Displays: Pupil Profiles, Amazing Progress, Planning, Phonics (where relevant), Reading, PLGs, Theme-linked, Safeguarding |
| Reading area |
| Group rooms adapted to needs of learners, e.g. quiet work-spaces, sensory spaces |
| Communication systems: e.g. communication boards, low/high tech AAC, Visuals |
| Maintaining an organised and tidy learning environment |

# Careers

At Two Bridges Academy we believe that every pupil can be supported over time to develop knowledge and skills that will support their journey towards adult life and eventually their next steps into an educational, employment or a community placement.
We are committed to ensuring that students are supported to make informed realistic decisions and to choose pathways that suit their interests and abilities.
We aim to raise aspirations, challenge stereotypes and encourage learners to consider a wide range of careers and life goals. Through carefully planned careers education and guidance and a clear and structured employability pathway, it is hoped that learners will be encouraged to go on to further learning, supported internships, apprenticeships or into employment.
We recognise that each learner will have different learning needs and preferences, so we personalise our approach to match these, the individual's stage of development and aspirations.
We follow the principles of the Equalex Careers framework, ensuring pupils receive a breadth of quality outcome focused experiences of workplaces and providers, before supporting pupils to identify their aspirations and the route map towards achieving this.

| **Pupils in Early Years, Primary and following the Explorers Pathways** | **Pupils in Y7 –Y11 and following Discovery and Adventurer Pathways** | **Pupils in Y12-Y14** |
|---|---|---|
| For our younger pupils and those at early stages of cognitive development, the Careers offer is about self-awareness and reflection, developing practical skills, and gaining an insight into the world of work.<br>The work is embedded into the curriculum through:<br>· A vocational learning theme linked to the termly curriculum theme. Please refer to Page 30 to view the vocational themes overview.<br>· The *'Self-Care and Independence'* (see pg 25) aspect of the whole school curriculum<br><br>- 3x a year differentiated in school careers week activities | From Y7 to Y11 the careers offer will expand to include careers information, advice and guidance (CIAG), which will be embedded into our wider curriculum.<br><br>The self-care and independence curriculum will also continue, and together these will form a basis that prepares our pupils for adult life.<br><br>Pupils will be equipped with the skills and knowledge they need to ensure they are able to keep themselves safe, begin to understand the options available to them, and are empowered to make choices about their own next steps.<br><br>From Y9 they will receive personal guidance once a year and their EHCP annual reviews will include transitions outcomes.<br><br>- 3x a year differentiated in school careers week activities or employer encounters linked to the curriculum theme<br>- Tracking against careers curriculum progression as part of whole school document | Pupils in Post 16 will follow our Preparation for Adulthood (PFA) curriculum, which has an even greater focus on preparation, planning and support for next steps beyond Two Bridges Academy.<br><br>Please refer to Page 31 to view the Post 16 careers by Year Group overview.<br><br>3 x a year individual careers guidance<br><br>Individualised internal vocational responsibilities<br><br>At least 2 weeks bespoke work experience placement |

| | Primary | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Y14 |
|---|---|---|---|---|---|---|---|---|---|
| Vocational learning linked to curriculum theme | X | X | X | X | X | X | X | X | X |
| Class based job responsibilities (careers progression doc) | X | X | X | X | X | X | X | X | X |
| Self-care and independence skills | X | X | X | X | X | X | X | X | X |
| Community visits | X | X | X | X | X | X | X | X | X |
| Personal Guidance | X | X | X | X | X | X | X | X | X |
| School council | | X | X | X | X | X | X | X | X |
| Parents evenings | | X | X | X | X | X | X | X | X |
| EHCP transition reviews | | | | X | X | X | X | X | X |
| Preparation for adulthood and transitions event | | | | | X | X | X | X | X |
| Employer and employee encounters | | X | | | X | X | X | X | X |
| Enterprise | | | | | X | X | X | X | X |
| Experience of work | | | | | X | X | X | X | X |
| Work experience placement* | | | | | X | X | X | X | X |
| Job Explorer database | | | | | X | X | X | X | X |
| Employability skills | | | | | X | X | X | X | X |
| College and training provider visits | | | | | | | X | X | X |
| Travel training | | | | | | | X | X | X |
| College and training provider taster days* | | | | | | | X | X | X |
| Workplace visits | | | | | | | X | X | X |

*where appropriate

# Two Bridges Academy Vocational Themes Overview

| Term | | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Cycle 1 | Primary | Pets | Celebrations | On the Farm | In the Woods | At the Seaside | Brazil |
| | | **Working with Animals** | **Working in Shops** | **Working in Farming** | **Working Outdoors** | **Summer season jobs** | **Working in a café** |
| | Secondary | Me and My Friends | Staying Healthy | Thornbury | Farm to Fork | Reduce, Reuse, Recycle | In the African Desert |
| | | **Personal Preferences** | **Working in health and fitness** | **Working in Thornbury** | **Farming and food production** | **Working in waste management** | **Working in hot conditions** |
| | **Post 16** | **Skilled Trades** | | **Education & Social Care** | | **Transport & Logistics** | |
| Cycle 2 | Primary | All about me | Celebrations | At the Park | Circus | Under the Sea | India |
| | | **My Preferences** | **Hospitality** | **Working in Parks** | **Working with people** | **Working at Sea** | **Working in an Indian restaurant** |
| | Secondary | Me and My Body | Plants– Lets Grow | Fashion and Textiles | Bristol | Mexico | In the Rainforest |
| | | **Working in Healthcare** | **Working with Plants** | **Working in Fashion** | **Working in Bristol** | **Working in Art** | **Working to protect the rainforest** |
| | **Post 16** | **Animal Care** | | **Beauty & Healthcare** | | **Office, IT & Charity Work** | |
| Cycle 3 | Primary | Autumn | Celebrations | In the Garden | Transport | In the Jungle | Night Time |
| | | **Working all Weathers** | **Working all year round** | **Working as a gardener** | **Transport Jobs** | **Working in different countries** | **Night time jobs** |
| | Secondary | Weather and Climate | Snow and Ice | In the Sky | London | Styles of Music | Let's go on Holiday |
| | | **Jobs related to Weather & Climate** | **Working in cold conditions** | **Working in Airports &Aviation** | **Working in London** | **Working in Music** | **Working in Travel and Tourism** |
| | **Post 16** | **Catering & Hospitality** | | **Gardening, Food Production & Horticulture** | | **Sports, Leisure & Tourism** | |

# P16 Careers by year Group

| | | | |
|---|---|---|---|
| **Year 12** | **Understanding myself** | What are my likes and dislikes? What makes me happy? What are my skills? What are my experiences? Who can help me, and what do I need help with? | Careers AQA Unit Awards (Equalex: Introduce and Inspire)<br>JED (Job Explorer Database) profiles<br>3x Individual Careers Interviews and action planning<br>Internal vocational responsibilities<br>Preparation for Adulthood Evening<br>Parent/Carer engagement (parents' evenings, meetings with Careers and Transitions Adviser, EHCP reviews)<br>External visitors, speakers and providers<br>Breadth and exploration of vocational roles and pathways through work experience |
| **Year 13** | **Understanding My Community** | What is in my community? How can I get involved/access it? What could I choose to do? How do I ask for help? Who makes the decisions? | Careers AQA Unit Awards (Equalex: Investigate and Explore)<br>JED (Job Explorer Database) profiles<br>Transition Events – colleges, training providers, community activities etc.<br>3x Individual Careers Interviews and action planning<br>Internal vocational responsibilities<br>Preparation for Adulthood Evening<br>Parent/Carer engagement (parents' evenings, school meetings with Careers and Transitions Adviser, EHCP reviews)<br>Flexible work experience placements<br>External visitors, speakers and providers<br>Identifying favoured vocational roles and pathways through work experience<br>Individual and group college tasters/links/visits<br>Group and individual travel training |
| **Year 14** | **My Choices** | What have I learned and what is right for me? Do I want to carry on with learning? Where? How? Do I want to work? Where? How? Do I want to do something for fun? Where? How? Who makes the decisions? | Careers AQA Unit Awards (Equalex: Apply & Demonstrate)<br>JED (Job Explorer Database) profiles<br>Transition Events – colleges, training providers, community activities etc.<br>3x Individual Careers Interviews and action planning<br>Internal vocational responsibilities<br>Preparation for Adulthood Evening<br>Parent/Carer engagement (parents' evenings, school meetings with Careers and Transitions Adviser, EHCP reviews)<br>Flexible work experience placements<br>External visitors, speakers and providers<br>Bespoke vocational roles and pathways through work experience<br>Individual and group college tasters/links/visits<br>Group and individual travel training<br>CV's interview skills and application forms<br>Student-led referrals to adult services<br>Mental Capacity Assessments. |

# The Gatsby Benchmarks

The Careers offer at Two Bridges Academy is linked to the Gatsby Benchmarks, as follows:

| Gatsby Benchmark | How we meet this at Two Bridges Academy |
|---|---|
| **A stable careers programme** | Our Careers overview can be viewed on Page 29<br>Our Careers Lead is: James Herald<br>james.herald@twobridgesacademy.org.uk |
| **Learning from career and labour market information** | A qualified Careers advisor is available for students and their parents/carers at any point during their time at Two Bridges Academy. Emma Critchley can be contacted at: Emma.Critchley1@enabletrust.org.uk<br><br>Students have regular opportunities to find out about, and meet different employers from Year 7, through group and individual visits, virtual employability sessions and visiting speakers which are underpinned by careers learning outcomes. All pupils attending Two Bridges participate in 3x careers week activities or employer encounters over the academic year. They also have access to the Job Education database (JED) to find out about jobs and career pathways.<br><br>We hold an annual Enable Trust *'Preparation for Adulthood & Transitions'* event where a wide range of support agencies and potential future providers are available to meet students and their parents/carers. The careers programme in communicated in different formats including availability on the school website, presentation during careers events and individual careers guidance throughout parental consultations.<br><br>Two Bridges' careers programme constantly evolves through compass self-evaluation and the feedback of a range of group including pupils, leavers, families / carers and industry. |
| **Learning from careers and labour market information** | All pupils have access to clear careers and Beyond 19 pathway information from Key Stage 3 onwards. Individual careers guidance meetings begin in year 9 and increase in regularity during Key Stage 5. Learners, parents and carers are supported to use careers information to develop achievable yet aspirational transition goals linked to the Preparing For Adulthood framework from Key Stage 3 to Key Stage 5.<br><br>All staff, including teachers and additional support staff receive regular updates and CPD regarding Two Bridges Careers offer, including access to up-to-date information about transition pathways, study options, and labour market opportunities. Staff use this knowledge to set PFA outcomes in ECHP reviews from year 9 onwards. |



Two Bridges Academy

| | |
|---|---|
| **Addressing the needs of each pupil** | At Two Bridges Academy we understand the individual journeys our students take, both whilst they are with us, and when they move on from us. We ensure that all learning is contextualised to the individual needs of the student and review learning targets regularly to ensure they are appropriate and meaningful.<br><br>All students and their families have access to Enable Trust's Careers team who can support them with advice and information/guidance, visits to potential providers, access and signposting to support agencies and raising pupil and family aspirations for the future, in addition to that already provided throughout the Preparation for Adulthood programme. This support is bespoke and tailored to those students and families who most need it, to ensure all our families are equally enabled to explore and identify suitable longer-term provision.<br><br>Student's participation in our careers programme is actively tracked and used to inform careers guidance and inform and scaffold successful transitions into an individual's next step. Data is collected to compare learners aspirations with their immediate, sustained and long-term destinations to inform personailsed, effective guidance for current pupils. |
| **Linking curriculum learning to careers** | Throughout learning at Two Bridges Academy, we focus on different vocational themes and how they can be contextualised and related to real world experiences. Pupils from Early Years to Key Stage 4 participate in specific Careers Week activities linked to their curriculum theme, in addition to consistent internal vocational responsibilities tracked against our Careers Curriculum document, which aligns with the existing Self-Care and Independence document and Personalised Learning Goals.<br><br>Post-16 focus on the functional application of skills across the four Preparing for Adulthood domains in the adult world to ensure our students are learning life skills that are relevant and appropriate to them and their aspirations as young adults. The curriculum structure follows the principles of Equalex Careers framework, providing a wide breadth of experiences and encounters before supporting learners to identify their own key skills and what next steps would be appropriate to them. Every term has an identified experiential Industry theme which is used to ensure all learning is includes consideration of careers and anchor the learning into a real world context. |

# The Gatsby Benchmarks

| Gatsby Benchmark | How we meet this at Two Bridges Academy |
|---|---|
| **Encounters with employers and employees** | Learners Key Stage 3 and above participate in at least three employer encounters across the academic year in addition to Careers weeks activities. Learners in Key Stage 5 are encouraged to use feedback from employers to inform their Careers Guidance meetings, using feedback to identify next steps and areas of development.<br><br>We encourage employers and training providers to regularly visit our school and attend events such as our Trust Transitions/Preparation for Adulthood events. Employers run workshops and virtual/in person experience sessions for learners from Key Stage 3 and above. We are supported by the West of England Hub's Employment Adviser who supports us to ensure we consolidate links to the local labour market and source on-going employability experiences for our students. |
| **Experiences of workplaces** | We offer a range of internal work experience opportunities for our students such as office work, recycling, gardening, deliveries, valeting etc. Experiences are underpinned by learning objectives and measured using the Self Care and Independence PLGs.<br><br>We ensure students have opportunities to access external work experiences for at least two weeks over Key Stage 5, appropriate to their stage of development and pathway, for example at local cafes, nurseries, animal parks, shops and garden centres. Where external experiences may be inappropriate due to need, internal enrichment opportunities linked to the individuals interests and aspirations. |
| **Encounters with further and higher education** | Throughout Key Stage 5 pupils experience a range of local supported and specialist education settings, work and training providers and social and community placements, across education and social care.<br><br>Students are supported to visit and explore appropriate local Further and Higher Education providers as part of core careers offer. All students are supported to visit local colleges and to understand the various courses and qualifications available at each, appropriate to each individual's stage of development. All learners, but particularly those on the Towards Education & Employment pathway are actively supported to identify barriers to their attendance of Further Education and work towards overcoming them.<br><br>All students in years 7-14 will have at least six experiences of Technical Education across Key Sage 3-5, as set out in the Provider Access Legislation. Students are consistently experience a range of education and training providers to access students, for the purposes of delivering |

| | |
|---|---|
| | information about the providers' education or training offer, including approved technical education qualifications and apprenticeships. |
| **Personal guidance** | During Key Stage 4, all students have the chance to meet a qualified Careers and Transitions Adviser who records to the student voice and provides guidance, advice and information to the student and their families at least one instance per academic year. This is tracked to identify trends, new learning and inconsistencies across their careers journey and presented to families in an action planning template. Personal guidance meetings are carefully planned around key transition points and deadlines and are used to inform the wider planning of the PfA curriculum and the advisor contributes to the PfA outcomes within a student's EHCP annual review.<br><br>During Key Stage 5, all students meet a qualified Careers and Transitions Adviser at least 3 times across an academic year as they approach the transition to adulthood. This ensures that the Careers Advisor and Leader are aware of current strengths and gaps in knowledge, and are able to regularly guide pupils towards an aspirational yet achievable short to medium term careers goal. Bespoke work experience and careers education opportunities can be implemented to support the individual towards a positive destination outcome.<br><br>Looked After Children (LAC) & Previously Looked After Children (PLAC) receive enhanced personal guidance with close collaboration between the Designated Teacher for LAC, Careers Leader and Careers Advisor. Throughout Key Stage 3, pupils who are LAC / PLAC participate in one CEIAG session with the Careers Advisor, and throughout Key Stage 4 and 5 these pupils participate in three meetings across an academic year.<br><br>In preparation for each of these, students have the opportunity for pre-PEP guidance with their Designated Teacher for LAC. At Two Bridges our Designated Teacher for LAC is Alice Maggs alice.maggs@twobridgesacademy.org.uk. The Pre-PEP meetings follow a templated discussion to support learners understanding of the Personal guidance meeting and their position on their individual careers journey. If a students requests for the Designated Teacher, Careers Leader or other trusted adult to support them when meeting the Careers Advisor this will be facilitated whilst ensuring the meeting is supportive of individualised, pupil-led careers guidance. |

# P16 Preparation for Adulthood (PFA) Intent and Implementation

The Post 16 curriculum has a greater focus on Preparation for Adulthood (PfA) as pupils begin to plan and make choices about their next steps beyond Two Bridges Academy.

**Post 16 Preparation for Adulthood (PFA): Curriculum Intent**

In Post 16 the Preparation for Adulthood (PFA) curriculum aims to support students to prepare for their next steps, which are likely to be into either an educational, employment or community placement.

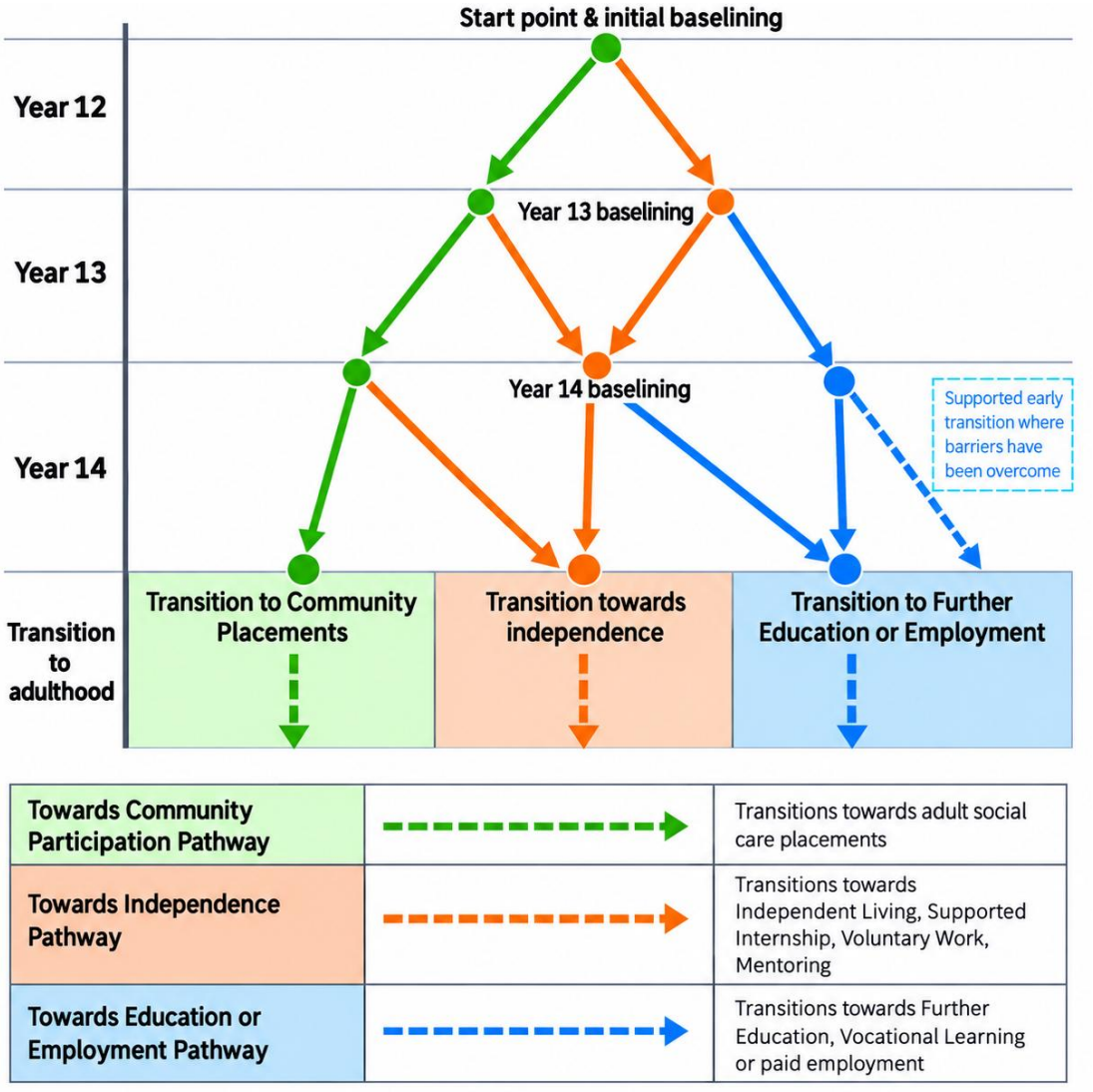
**P16 PFA Curriculum Implementation: Curriculum Pathways**

Learners will follow one of three differentiated learning pathways. Each pathway will cover the four learning areas of focus, appropriately weighted to equip them with the skills they most need in preparation for adult life. All pupils will have achieved relevant accreditation appropriate to their stage of development, pathway and aspirations

| Pathway: Towards Community Participation | Pathway: Towards Independence | Pathway: Towards Education & Employment |
|---|---|---|
| Pupils on this pathway may require sensory approaches and increased focus on developing their communication, regulation and interaction skills, to enable them to confidently and safely access and participate in their communities. | Pupils on this pathway will develop meaningful and relevant life skills, alongside developing the practical Maths and English knowledge they need in order for increased independence and wellbeing in adulthood | Pupils on this pathway will focus on developing their readiness for employment. As well as the practical skills associated with employment, pupils will also focus on developing their academic skills, and have the opportunity to gain some vocational and entry level qualifications. |
| **Accreditation and Qualifications** | | |
| · AQA Unit Awards (Pre-Entry to Entry Level)<br>· Duke of Edinburgh Bronze Award | · AQA Unit Awards (Pre- Entry to Entry2 Level)<br>· Duke of Edinburgh Bronze/Silver Award | · AQA Unit Awards (Entry to Level 1)<br>· Duke of Edinburgh Silver Award<br>· First Aid<br>· Food Hygiene Award Level 1 |

**P16 PFA Accreditation Levelling Guide**

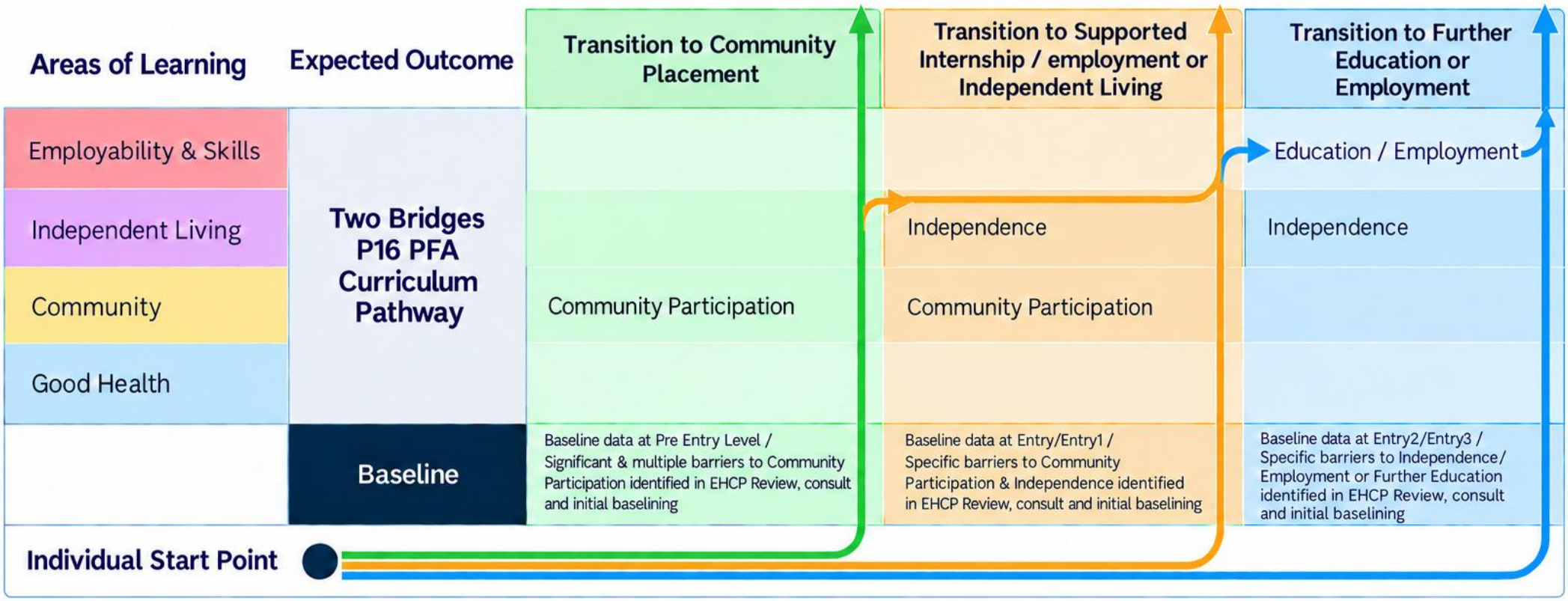
| Qualification Level | | Awarding Scheme | | Notes | Approx Pathway |
|---|---|---|---|---|---|
| Pre-Entry | | AQA Unit Award Scheme | | | Towards Community Participation |
| Entry Level | Entry1 | AQA Unit Award Scheme | PEARSON Functional Skills Eng, Mth, Digital Skills | | Towards Independence |
| | Entry2 | | | | |
| | Entry3 | | | | Towards Education / Employment |
| Level 1 | | | | | |
| Level 2 | | | | GCSEs | |
| Level 3 | | | | A-Levels | Further Education |






Two Bridges Academy

**P16 PFA Curriculum Implementation: Curriculum Pathway Map**




| All Pupils | | | | | | |
|---|---|---|---|---|---|---|
| | D of E Award | Duke of Edinburgh Silver Award | | | | |
| | | Volunteering | Skill | Physical | Expedition | |
| | Individualised EHCP targets | PLG Assessment & Individual EHCP Target Review | | | | |
| | | Communication & Interaction | Cognition & Learning | Self-Care & Independence | Social, Emotional & Mental Health | Sensory & Physical |
| | Underpinning SoW | Careers & Beyond 19 Programme • PSHE & RSE • Online Safety | | | | |
| | Pupil Pathway | Towards Community Participation | | Towards Independence | | Towards Education / Employment |

# Preparation for Adulthood (PFA)

The Preparing for Adulthood framework and TBA's Post16 offer is split across four areas of learning

| |
|---|
| Employability and Skills |
| Good Health |
| Independent Living |
| Community |

# Preparation for Adulthood (PFA) Employability and Skills

**Employability & Skills: Applied Literacy & Numeracy**

Learners develop skills in English and Maths that can be applied beyond the lessons in real life contexts. Learners across the three pathways work towards differentiated and sequential AQA Unit Awards over their 3 years of study, appropriate to their stage of development.

**Employability & Skills: Careers & Beyond 19**

We deliver a progressive approach to learning about work, future placements and employment, to ensure that all learners are exposed to and become familiar with the destinations available to them Beyond 19. Some experiences are for groups of learners, and some are individual. Experiences can be further differentiated by the level of support, which can be reduced as the learner develops confidence and builds their level of independence in their placement. Learners participate in accredited Career Readiness AQA Unit awards following the Equalex Careers Framework. Structured planning of Careers Education, Information, Advice and Guidance across our Beyond-19 programme support progressive, high quality and meaningful experiences of potential career destinations. Learner objectives within our Careers progression provide deeper direction for both learners and providers from Key Stage 3, ensuring that there are measurable outcomes against the planned intent.

| | |
|---|---|
| Year 12 | Developing a sense of self: what are my preferences, choices, thoughts, feelings, behaviours, skills, needs and aspirations? |
| | Employability skills: foundational Maths and English, skills for work readiness, CVs, role play job applications, interview skills, workplace behaviour |
| | Work related learning: different types of industry, sectors and types of employment |
| | Encounters with employees or employers—visitors from the world of work or visits to sites of employment. |
| | Encounters of Further Education, supported internships, mentoring centres and community projects, including internal visits and workshops |
| | Work experience tasters – one off activities in a work setting. |
| | Internal vocational responsibilities including experiences of work: activities to build work skills. |
| | Enterprise projects with support |
| Year 13 | Identifying preferences and choices through individual careers meetings, using this to inform action planning |
| | Work experience placements: short experiences that are repeated regularly e.g. two hours per week in a shop. |
| | Leading vocational responsibilities alongside peers |
| | Targeted small group visits to identified potential destinations including Further Ed, Community Learning, Supported Internships |
| | Class based learning about the skills needed to successfully complete and sustain their individual placement |
| Year 14 | Individual bespoke work experience placements within the pupils' identified industry or sector |
| | Independence within internal vocational responsibilities |
| | Increased independence in running Enterprise projects |
| | Supported submission of CVs, job applications, interviews, workplace behaviour |
| | Supported Applications towards destinations e.g. FE college, supported internships |
| Towards Ed&Emp | Gaining and sustaining voluntary or paid employment: CVs, job applications, interview skills, workplace behaviour |

# Preparation for Adulthood (PFA) Health and Community

**Health**

This learning area focuses on ways to maintain physical and mental health, and how to access health services. It includes:

| |
|---|
| Personal, Social & Health Education (PSHE) |
| PE (Physical Education) |
| Online Safety |

Opportunities for learning in both areas of Good Health follow broad and sequential curriculum documents differentiated to an individual's stage of development. Each curriculum document draws on government guidance and current best practice to ensure all statutory requirements are met and planned for across the three year cycle of Post 16.

**Community**

This learning area focuses on belonging to local, national and global communities. It includes:

| |
|---|
| Two Bridges Academy's community |
| Community Projects and Creative Arts |
| Faith Based Events (e.g. Easter or Eid) |
| Local / National / International events (e.g. World Mental Health Day or Comic Relief) |

Again, a progressive approach will be adopted, based on year groups.

| | |
|---|---|
| **Year 12** | Engaging in community events e.g. celebrating and/or getting involved with academy, local and national events.<br>Structured self-directed time with the support of familiar adults<br>Being safe and getting help. |
| **Year 13** | Contributing to your community (e.g. volunteering, litter picking, social groups)<br>Less structured self-directed time including student led clubs<br>Being safe and getting help. |
| **Year 14** | Being an active citizen (e.g. library membership, contacting the police, using leisure centres, voting )<br>Leading and planning self-directed clubs and projects<br>Being safe and getting help.<br>Prom planning committee |

# Preparation for Adulthood (PFA) Independent Living

This area of learning focuses on supporting learners to live as independently as they can in their adult lives. It includes:

**Life Skills**

Life Skills work enables learners to maintain their home environment and stay safe when at home. This includes targeted sessions on personal care, organising possessions, cleaning and clothes management.

**Travel Training**

Travel Training isn't just about using public transport. It is also about learners being safe and confident in their local community. A progressive approach will be adopted for each year group:

| | |
|---|---|
| Year 12 | Travel skills and getting to know the local area |
| Year 13 | Travelling as a group in the local area |
| Year 14 | Individual travel training for next steps / using regular routes |

The content of travel training will include:

| |
|---|
| Group walks, focusing on road safety, stranger danger and routes |
| Class based learning about planning and using timetables |
| Route planning |
| Group use of public transport |
| Who can help us whilst we are out in the community? |
| Personalised travel training |

**Curriculum Impact**

For the purposes of this document P16 is the same as the rest of the school using PLGs with a different area of learning and NEDS. Please refer to the paragraph headed “Target Setting” (p. 40) of the whole school curriculum impact page.

# Preparation for Adulthood

**Duke of Edinburgh Award**

The award is split into 4 sections:

| |
|---|
| Volunteering |
| Skills |
| Physical |
| Expedition |

Learners are able to work through each section during their time in Post 16. They also have the opportunity to make the award more personal by bringing in their outside interests and activities.

We ensure that the award is accessible to all learners irrespective of need and represents a great challenge for each of them individually. We aim to complete a Duke of Edinburgh's Silver Award where possible, however for learners who this may not be appropriate they are able to be entered for a Bronze award or individual sectional certificates for each of Volunteering, Skill, Physical and Expedition.

# Curriculum Impact

**Assessment for Learning**

Assessment for Learning is the way that we ensure our learners can understand what they are doing well and what they need to next to make progress. All learners' successes are celebrated in order to develop their confidence for learning and willingness to undertake more challenging learning. Learners are given instant feedback in a way that is accessible for their level of cognition. This might be a reward, such as bubbles, a high five, or verbal feedback that relates to a specific success in simple language, e.g. 'good listening'.

**Assessment**

Each learner has unique and personalised Priority Learning Goals (PLGs) on the Evidence for Learning app, which break down the agreed long-term outcomes for each EHCP domain into smaller achievable steps. These smaller steps are assessed regularly throughout the school year and staff move pupils onto new targets as and when needed. The senior leadership team (SLT) rigorously monitor and quality assure any new targets before they are set.

| | | | | |
|---|---|---|---|---|
| **EHCP - leaner's long term outcomes are set for each EHCP domain.** | **Priority Learning Goals document - Long term outcomes broken into smaller steps (short term outcomes)** | **Progress towards short term outcomes assessed through assessment cycle** | **Progress towards long term outcomes reviewed at annual review of EHCP meeting** | **Long term EHCP outcomes maintained or changed at annual review meeting** |

Teachers use NEDS (New, Emerging, Developing and Secure) to assess how much progress a student has made towards meeting their target. There are clear definitions for each step (see below) and staff have an agreed understanding of what this looks like in our pupil's work, through careful moderation of judgements. Moderation is done three times a year within school and at least two times with schools outside of our organisation.

| | |
|---|---|
| New | This target is new to the learner. They have just been set the target or the work they have done towards it is minimal. There is no evidence of meeting this target |
| Emerging | The learner has just started working towards this target. They may need lots of adult support to work towards this target and are not meeting it. There is some evidence towards this target |
| Developing | The learner is nearly meeting their target. They may need more time to consolidate, meet each part of the target, generalise this skill in other areas. There is sufficient amount of evidence towards this target |
| Secure | The learner has met their target. They have consolidated and have started to generalise this skill. There is sufficient amount of evidence. The learner needs a new short term target. |

# Curriculum Impact

**Evidence for Learning**

Our assessment software tool, Evidence for Learning, allows all staff to capture evidence and the support pupils have needed. Teachers can stay abreast of their learner's progress through the form of an additional software called Insights (an up to date and constantly changing measure of their progress in relation to Priority Learning Goal linked to their EHCP outcome). This signifies the learner's progression towards their expected EHCP outcome at the end of their key stage for the five areas of the student's EHCP.

Insights is also used to track and monitor learner progress across the individual areas of the EHCP, within different SEN needs and across different key stages. Progress of disadvantaged learners is tracked and compared to ensure the progress rate is similar to those pupils who are not disadvantaged. Learners who are looked after, previously looked after, have English as and Additional Language (EAL) and are service children, are monitored in a similar way.

The Assessment Lead collects information from data drops three times a year. Progress is then measured *ipsatively* (from their individual starting point), from September of every year to the three data drops at the end of term 2, term 4 and term 6. This data is analysed to identify areas of celebration and also development.

**Target Setting**

Learners are also set aspirational progress targets based on their pathways for all areas of the EHCP (Communication & Interaction, Cognition & Learning, SEMH, Physical & Sensory and Self-care & Independence). For those learners on the Discovery and Adventure pathways, Cognition and Learning targets are set for Maths Number, Maths Shape, Space and Measure, Reading and Writing. Post 16 pupils are set similar targets but have Employability & Skills targets rather than Cognition & Learning to meet their curriculum needs. These are reviewed and monitored at Pupil Progress Meetings (PPMs) three times a year with the Assessment Lead and a member of SLT.

Ideally, pupils will move through the curriculum pathways on a clear route of progression. Any change of pathway is rigorously monitored and approved by members of SLT. However, due to significant and profound learning disabilities, some of our pupils may stay on one pathway for their entire educational time with us. This is often seen with pupils on the Explorer pathway. They are set 'scruffy targets'. A scruffy target is one that can be applied and generalised in a range of learning contexts, allow them to increase the breadth of their skills and support them in recognising and celebrating any tiny steps of progress.

**Prior Learning**

We know that it is very important pupils are taught a sequenced curriculum, that is deliberately planned to ensure that what they learn *now* will ensure they understand what they learn *next*. In our school this includes both:

- Curriculum learning pupils have been previously taught, which has expanded their curricular knowledge and understanding.
- Finely-tuned Priority Learning Goals that build carefully on each other.

It is important, when planning lesson sequences, that teachers follow a clear cycle, with assessment informing planning and then teaching. In this way, the impact of learning, observed through lessons, pupil work, pupil conferencing and other feedback, will demonstrate the intent and implementation of the curriculum.

# Curriculum Impact

There are also many other ways of measuring impact from the pupil progress meetings and data analysis, to professional discussions, reports from other professionals, reports to parents, EHCP annual review meetings and qualifications pupils achieve. In addition to these more formal ways of measuring the impact of teaching and learning, impact can be seen by the monitoring that is undertaken by our School Improvement Officer, by the governing body and within our own and Trust team.

Moderation of assessments take place both internally and externally at these points. Whole school data is analysed by the school leadership team at the end of each year and informs priorities for the following year.

All of this drives continuous self-reflection and evolution of our curriculum offer. The impact can also be seen through the excellent engagement, motivation and determination of our pupils. We are committed to ensuring our pupils are ready for the next stage in their lives socially and academically, which can be seen on their successful transition.

**Engagement model**

The engagement model is statutory and must be used to assess pupils at the end of KS2 who are working below the standard of the national curriculum assessments and not engaged in subject-specific study.

The engagement model has 5 areas of engagement and these are used in scruffy targets and also in observations/tags.

| |
|---|
| Exploration |
| Realisation |
| Anticipation |
| Persistence |
| Initiation |

The engagement model  is used to monitor engagement levels for pupils on the belonging pathway and those up to Year 6. We ensure that evidence relating to pupils' achievements and progress is reported as part of the end of year report for Year 6 pupils.

# Curriculum Review

The needs of learners at Two Bridges Academy are constantly changing. The curriculum is therefore intentionally flexible or 'dynamic', in order that we can constantly adapt in order to meet the needs of pupils.

To keep our curriculum under review, school leaders receive regular feedback from teachers and class teams. We evaluate progress data, behaviour records, case studies, feedback from families, reports from therapists or other external professionals and information from EHCP annual review meetings. Research and evidence-based initiatives may also inform the way we develop our practice.

Leaders ensure that the curriculum is delivered consistently and to a high standard across the Academy. This includes: Learning walks, developmental drop ins (observations) and work scrutiny.

A School Development Plan is in place that identifies which aspects of the curriculum are to be reviewed and focused on for development. School leaders and teachers draw on a range of monitoring, information and research to inform how this should be done.