



## Curriculum Policy

<b>Reviewed by:</b>	Lisa Smith, Principal
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<b>Approved by:</b>	Tracey Storey, CEO

## Curriculum Intent

Our curriculum intends to:

- Provide a broad and balanced education for all learners.
- Enable learners to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support learner's spiritual, moral, social, and cultural development
- Support learner's' physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all learners, with high expectations for every learner and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all learners.
- Equip learners with the knowledge and cultural capital they need to succeed in life.
- Support learner's learning and progression and enable them to work towards achieving their goals.
- Develop learner's independent learning skills and resilience, to equip them for their next steps.
- Our curriculum is designed to equip all our learners with the tools to access learning and gain accreditation.
- The individualised curriculum ensures all learners learn at their own rate.
- We use baseline assessment to identify gaps in learning and tailor the curriculum to suit their individual needs.
- We provide wider learning opportunities in the community.
- All our learners have a tailored careers program to ensure that they have equal opportunities for careers and further education.
- Preparation for adult hood is a key aspect of our curriculum and is identified in every session.

These curriculum aims are underpinned by our values:

- Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working.
- Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices.

## Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#)

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

In addition, this policy reflects the importance for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## **Roles and Responsibilities**

### **Director's**

The Director's will monitor the effectiveness of this policy and hold the principal to account for its implementation.

Director's will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education.
- Proper provision is made for learners with different abilities and needs, including special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements.
- They participate actively in decision-making about the breadth and balance of the curriculum.
- Learners from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

### **Principal**

- The Principal is responsible for ensuring that this policy is adhered to, and that:
- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual learners will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Director's.
- They manage requests to withdraw learners from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirement.
- The Directors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Directors are advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for learners with different abilities and needs, including children with SEN.

### **Other staff**

All other staff will ensure that the school curriculum is implemented in accordance with this policy in accordance with their role.

Teachers have a responsibility for their learners and subjects taught.

## Curriculum Offer

Three Bridges Education educates learners with autistic spectrum disorders and associated conditions from age 11 – 19 (Key Stage 3 & 4 and post-16 education). All learners have the opportunity to gain external accredited qualifications in all core subjects. We work closely with Careers Southwest and County careers advisors as well as local colleges to ensure all our learners have the best opportunities presented to them to further their aspirational goals. All learners have an Education, Health, and Care Plan (EHCP).

**Implementation:** the curriculum is taught in ways which meet the individual needs and interests of the learner. This includes bespoke learning programmes, core curriculum subjects, AQA unit award schemes and core and vocational subjects from entry level to GCSE (Award Scheme Development & Accreditation Network). We teach in groups and individually depending on learner needs. We embrace our environment providing Educational Visits (off site learning) and outdoor learning curriculum. The curriculum provides academic, practical and independence elements, encouraging the learners to engage in learning experiences and to challenge and inspire them; we teach the way the learner learns.

We provide a broad, balanced, and challenging, knowledge rich curriculum which raises aspirations, outcomes and maximises learning opportunities, with scaffolding support.

We create a curriculum which provides ownership for learners, and which provides connections, a sense of belonging and the flexibility for personal development and learning.

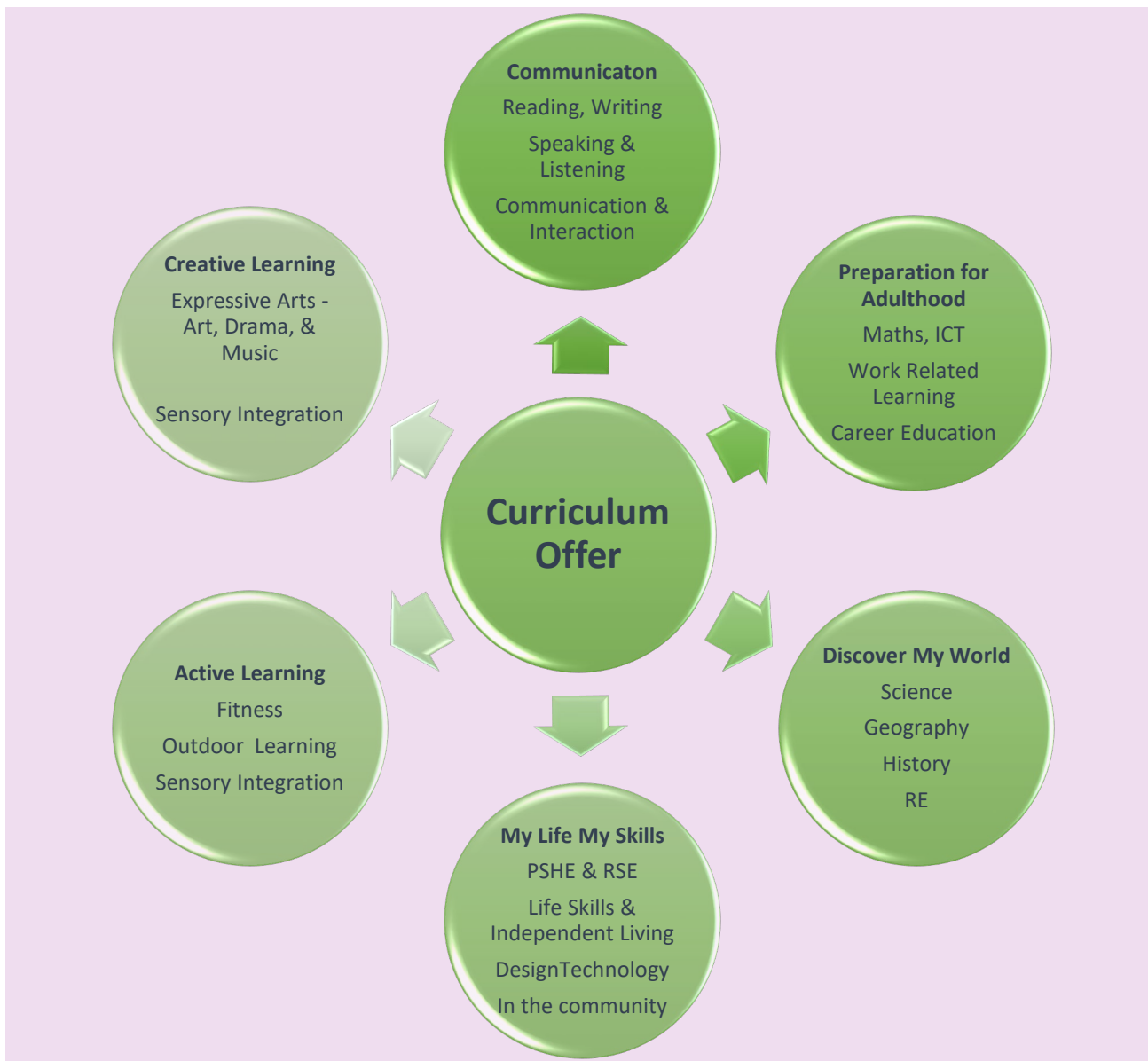
Our curriculum is designed to raise aspirations and to 'pitch high.' It offers stimulation and rich learning opportunities for learners, improving outcomes for them. Learners reach their own full potential. This increases opportunities for improved attendance, successful transitions, and a successful pathway to adulthood.

Various learning programmes are used in school to meet the individual needs of the learners. This is carefully monitored and measured to ensure progression and to inform robust transitions.

Every learner has a personalised learning pathway and personal learning goals which structures and formalises their learning and support, this is consistently reviewed to maximise learning opportunities and monitor progression.

Learners are encouraged and supported to use their voice and are actively involved in their own learning. This is fundamental to our personalised curriculum. Learners' best interests are ensured through multi-disciplinary procedures. This includes choice making, therapeutic intervention, autism specific targets, transition strategies and evidence-based approaches to teaching and learning.

Multi-disciplinary approaches and practice ensure that there is a holistic structure to each learner's personalised curriculum.



The curriculum is individualised according to baseline assessment, ability and need. We use Learning Pathways 'Discovery, Explorer and Transition' (see appendix 1) as an initial assessment tool and to re-assess ongoing learning.

Medium term plans are based around 6 learning sessions and span over 12- 13 weeks, to include revisiting and reenforcing learning.

See our website for examples of our lesson plans <https://threebridgesschool.com/>

### **Assessment and Impact**

Evidence for Learning is a tool used to demonstrate impact and show clearly what learners can do as a result of curriculum, pedagogy, and support. At Three Bridges Education we assess against a bespoke carefully designed curriculum framework.

Evidence for Learning enables us to successfully plan, evidence, assess and track progress against individual targets related to learners EHC Plans.

We link evidence, achievements, outcomes, and judgements in line with DfE requirements and guidance and we report and analyse assessment and evidence data effectively. Evidence for Learning helps us to actively involve parents in their child's learning and development.

### **Social, Moral, Spiritual and Cultural (SMSC)**

The SMSC curriculum underpins the broader curriculum at Three Bridges. Learners are encouraged to develop a reflective attitude towards learning and decision making. Through visits and other elements of the curriculum, learners have the opportunity to explore their local Cornish heritage and culture. The Code of Conduct for learners is used consistently to help provide a moral framework to their school experience.

Within the creative curriculum, opportunities for awe and wonder are encouraged. Anti-bullying themes and approaches are covered at all phases within the PSHE programme of study. Fundamental British values are explored and promoted linked to current affairs. In line with the Prevent Duty, the values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs underpin our PSHE programme and the ethos of our school. As we enable our learners to develop a social awareness and conscience we encourage and support them to challenge extremist beliefs and attitudes, therefore helping to prevent radicalisation.

### **External Accreditation**

We provide access to AQA courses, according to learner ability, for which they receive accreditation, as appropriate. We also follow Functional Skills programmes of study aiming to achieve accreditation for each learner according to their ability.

### **Preparing for Adulthood**

Our personalised curriculum provides opportunities for each learner to develop skills towards independence according to their individual needs and abilities. All learners learn cooking skills, and independent living skills, budgeting, and money handling, and this is an important part of their independence skills curriculum as we help them to prepare for adult life. To this end learners are also encouraged to plan and experience shopping trips, visits to the library and other local amenities and to have opportunities to contribute.

Opportunities for vocational experiences on site include vehicle maintenance, recycling, gardening, and other personal life skills.

To ensure a smooth transition into the next phase of their lives, learners follow an agreed transition plan over a period of up to two years. This builds transferrable skills in preparation for their next educational/vocational setting.

## **Inclusion**

- Teachers set high expectations for all learners. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
- More able learners
- Learners with low prior attainment
- Learners from disadvantaged backgrounds
- Learners with Special Educational Needs (SEN)
- Learners with English as an additional language (EAL)

Teachers will plan lessons so that learners can learn every National Curriculum subject, wherever possible, and ensure that there are reducing or removing barriers to every learner achieving.

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

## **Monitoring Arrangements**

Directors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" through reporting, visits and observations and the analysis of data.

The Principal monitors the way subjects are taught. Methods include scrutinising plans, learning walks, scrutinise books data analysis, observations of teaching practice.

This policy will be reviewed annually by the Principal. At every review, the policy will be shared with the and approved by the Directors.

## **Links**

This policy links to the following:

- Feedback, Assessment & Marking policy
- SEN policy and Information Report
- Equality & Inclusion Policy
- RSE Policy
- Mental Health & Wellbeing Policy
- Educational Visit Policy
- Pupil Premium Strategy

## Appendix 1

### DISCOVERY

- Does not express preferences/choices.
- Resistant to being in a classroom.
- Limited/no engagement with staff/peers
- Does not process requests/instructions.
- Avoids tasks/requests/instructions.
- Repetitive behaviours limit access to learning.
- Disaffected/angry re: previous learning experiences.
- Does not communicate.
- Communicates by single word.
- Communicates by short phrase.
- Communicates basic needs using a communicator.
- Can communicate but elects not to.
- Academic baseline unknown.
- Sensory needs limit ability to access tasks.
- Physical and sensory needs limit ability to focus on tasks.
- Anxiety limits ability to focus/engage.
- Limited or no social interaction.
- Displays low self-esteem.
- Displays low/no self-awareness.
- Displays low/no awareness of others.
- Does not initiate contact of any kind.
- Insists on following rigid and repetitive routines.
- Finds transitions extremely stressful.

### EXPLORER

- Shows interest in a limited range of topics.
- Can express preferences and make choices.
- Shows interest in finding out about self and the wider world.
- Is able to show limited engagement with peers.
- Is able to engage with staff.
- Co-operates most of the time with staff.
- Follows requests/instructions most of the time.
- Rarely avoids tasks/requests/instructions.
- Can use books, pictures, and websites to learn.
- Shows some independent learning skills.
- Can process ideas, thoughts and language and ask for support where needed.
- Communicates by speaking sentences or through a communication aid.
- Can hold a simple conversation taking turns.
- Is aware of others in learning space.
- Tolerates others in learning space.
- Can work co-operatively with peers for short periods of time.
- Shows limited but intentional social interaction.



- Shows motivation to learn.
- Responds positively to praise or reward.

### **TRANSITION**

- Can engage with learning targets and understands when making progress.
- Can negotiate learning tasks and subject matter.
- Can work independently for periods of time.
- Communicates with staff when need for support.
- Initiates appropriate social interaction often.
- Works co-operatively with peers and shares tasks.
- Listens to the views of others and responds appropriately.
- Uses a range of learning strategies to suit preferred learning style(s).
- Accesses a range of learning materials appropriate to curriculum.
- Uses a range of strategies to manage effects of autism/anxiety/sensory needs.
- Begins to have views and understanding about self and the wider world.
- Begins to articulate hopes and desires for the future.
- Engages in discussion about own learning and targets for improvement.
- Is able to access accredited courses at appropriate levels.
- Has a view/preference about the next stage of life/education.