



Curriculum Policy

Reviewed by:	Lisa Smith, School Principal
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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.
- Equip all our learners with the tools to access learning and gain accreditation.
- Ensures all learners learn at their own rate.
- Identify gaps in learning and tailor the curriculum to suit their individual needs.
- Provide wider learning opportunities in the community.
- Ensure that all learners have equal opportunities for careers and further education.
- Prepare our learners for adult hood; this 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.

Our purpose is to enable every learner to discover and explore their abilities to transition into the future opportunities the confidence and resilience needed for lifelong success.

Our vision is to empower learners to celebrate their individuality, build meaningful relationships, through bespoke learning opportunities, for a bright future.

Our mission is to provide an inspirational, creative, and challenging education which meets the needs of all learners in a safe and nurturing environment.

Our values are to deliver high quality special education provision with responsibility and integrity, equity, and respect.

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

Directors

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

Directors 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 Directors.
- 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 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 (ASD) and Social emotional and mental health needs (SEMH), from age 11 – 19 (Key Stage 3 & 4 and post-16 education). All learners can 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, core and vocational subjects from Functional Skills Entry Level to GCSE and OCR Entry Level Awards. 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.

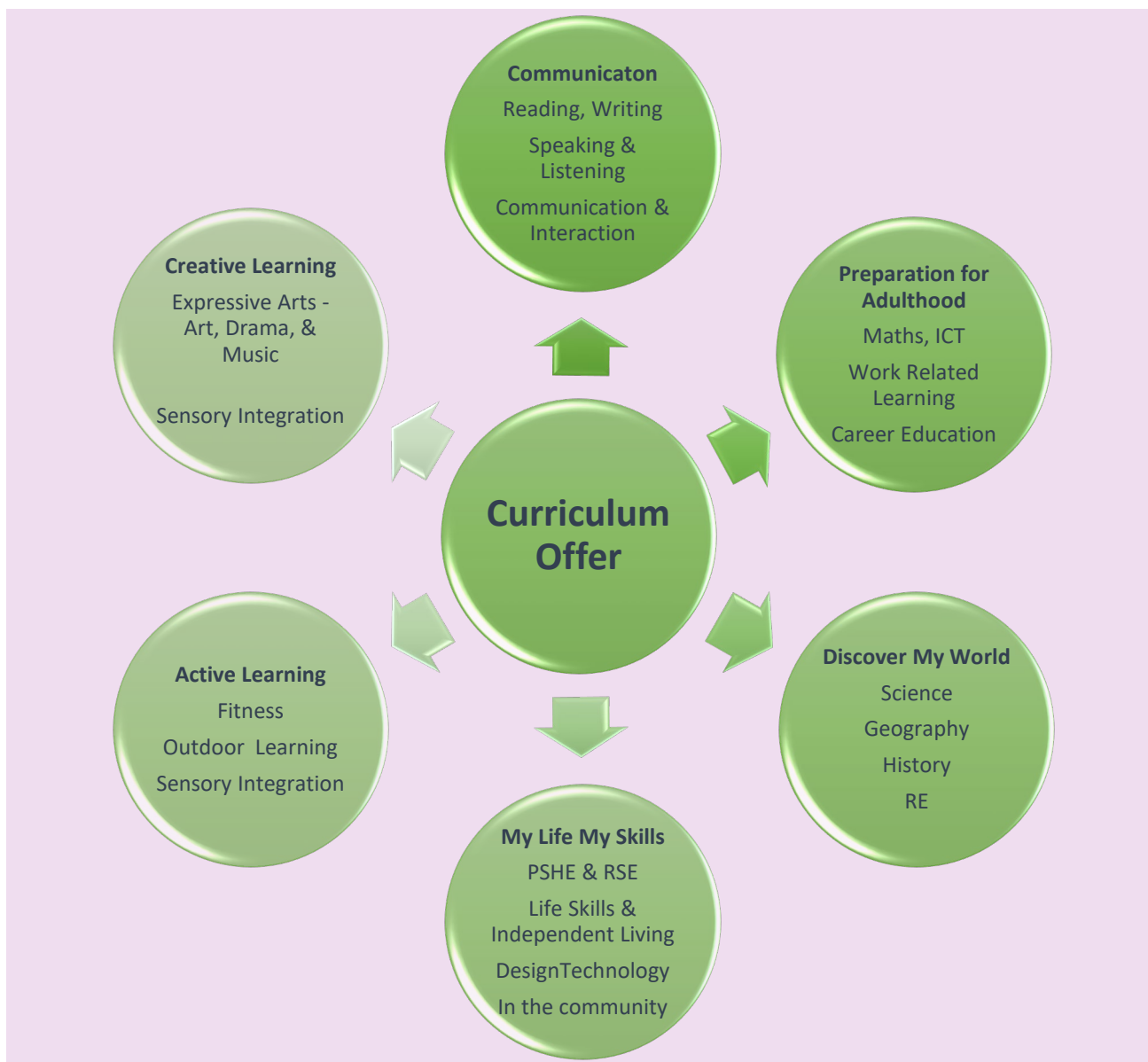
Our curriculum is designed to raise aspirations and to aim high. It offers stimulation and rich learning opportunities for learners, improving outcomes for them. Learners reach their own full potential. This increases opportunities for improved attendance, successful transitions, and a successful pathway 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, diagnosis 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 well structured and are in line with the Department for Education's National curriculum targets and outcomes. We tailor this to target teach each individual learner so they can achieve the best possible outcome; all learners can achieve external accreditation.

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

Assessment and Impact

Boost Insights is a tool used to demonstrate impact and shows clearly what learners can do as a result of Maths and Reading curriculum, pedagogy, and support. At Three Bridges Education we assess against a bespoke, carefully designed curriculum framework.

Boost Insights, External qualifications and our own BRAG rating system 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.

Progress is tracked using a BRAG rating system in each lesson:

Blue – Exceeding target.

Red – Below expected progress.

Amber – Working towards target.

Green – Achieving target.

Teachers assess learning at the end of each lesson using this system, ensuring timely interventions and support where needed.

This data is collected to be used to track progress across each curriculum area which contributes to a data drop at the end of each half term.

This data is recorded and used to inform planning for each individual learner to support progression.

The school also uses a system for assessment tracking and reporting. This enables us to:

- Record formative and summative data against individual or groups of learners.
- Analyse attainment and progress to see where learners are working at.
- Use identified gaps in learning to aid lesson planning.
- Capture the small step progress of SEND learners.

Reading

Three Bridges School is committed to cultivating a culture of literacy proficiency and enthusiasm for books. Using individualised learning strategies, personalised scaffolding, a DfE approved Phonics scheme Read Write Inc and Fresh Start, where appropriate, and adaptive literacy technology, we support every learner on their reading journey.

We aim to:

- Nurture reading skills from the early years through secondary education.
- Identify and close gaps in comprehension and literacy development.
- Inspire a love of reading and a commitment to lifelong learning.
- Ensure all students have equitable access to high-quality reading resources and instruction.
- Integrate literacy development across all subjects and learning experiences.

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 can 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 curriculum. 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 curriculum 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 Edexcel Functional Skills and GCSE'S, OCR Entry Level Awards and AQA unit awards, according to learner ability. All learners can achieve an external recognised qualification.

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 compliance with the independent schools authority (ISA) and with its funding agreement with the Local Authority and EHCP outcomes. The principal monitors the way subjects are taught. Methods include scrutinising plans, learning walks, book scrutinise, data analysis and observations of teaching practice.

This policy will be reviewed as required.

Links

This policy links to the following:

- Assessment and Feedback Policy
- SEN Policy and Information Report
- Equality, Inclusion, and Diversity Policy
- RSE Policy
- Mental Health and Wellbeing Policy
- Educational Visits Policy
- Pupil Premium Strategy
- Reading Policy
- Careers and IAG Policy

Appendix 1

Discovery

Learners at the Discovery stage are beginning to access learning environments and build trust in adults, routines, and experiences. They may find classroom environments overwhelming and can show significant anxiety, sensory regulation needs, or resistance linked to previous learning experiences. Communication may be limited, inconsistent, or highly dependent on support, and engagement with tasks, peers, and staff is often minimal or avoidant. Learners may rely on repetitive behaviours or rigid routines to feel secure and can find transitions particularly challenging. Social awareness and self-awareness are emerging, and learners may not yet initiate interaction or recognise the perspectives of others. At this stage, the focus is on developing safety, emotional regulation, communication, participation, and the ability to express simple preferences and choices.

Learners within this group are mainly working at pre-key stage level and working in line with the engagement model. This group includes PMLD learners.

Explorer Forest

Learners within the Explorer Forest are grouped in accordance to how they learn, including learning styles and social preferences. Learners are developing a greater understanding of their own strengths, challenges, and support needs, and can begin to use strategies to manage anxiety, sensory regulation, and emotional wellbeing. Many learners are able to access accredited courses appropriate to their level and are beginning to explore future pathways into further education, training, employment, or wider community participation, while continuing to develop resilience, confidence, and independence for adult life.

Explorer 1

Learners at Explorer 1 are beginning to engage more consistently with learning, routines, and relationships when supported by familiar adults and clear structures. They can usually respond to prompts to transition, participate, and follow instructions, although motivation and engagement may fluctuate. Learners show increasing awareness of themselves, others, and the wider world, and may demonstrate curiosity within preferred topics or activities. Communication is developing through spoken language or communication aids, allowing learners to express choices, needs, and simple ideas, and to participate in short conversations. Social interaction is emerging, with learners beginning to tolerate and work alongside peers for short periods. They are developing early independent learning skills and can access simple resources such as books, pictures, and digital materials with support. Positive reinforcement and predictable routines remain important in helping learners build confidence, resilience, and motivation to learn.

Learners within this group are working across all key stages to meet their individual needs.

Explorer 2

Learners at Explorer 2 are typically working at or towards Entry Level 3 or above and demonstrate growing independence, self-awareness, and engagement with their learning. They are increasingly able to understand learning goals, recognise progress, and contribute to decisions about tasks and subject areas. Learners can often work independently for sustained periods and communicate their support needs more effectively, sometimes initiating requests without prompting.

Learners within Explorer 2 benefit from regular movement opportunities throughout the day to support emotional regulation, concentration, and sensory needs. Access to space, physical activity, and practical, interactive learning approaches is an important part of their provision. Many learners respond positively to hands-on tasks, movement breaks, outdoor learning, and physical interaction as part of developing regulation and readiness to learn.

They are developing more confident social interaction skills, including co-operating with peers, sharing responsibilities, and responding appropriately to the views of others. Learners can access a wider range of curriculum materials and begin to apply different learning strategies with support, including strategies to manage anxiety, autism-related differences, or sensory needs. Reflection and self-advocacy are emerging, with learners beginning to discuss their strengths, aspirations, and future pathways. Many learners at this stage are able to access accredited learning opportunities

appropriate to their level and can express preferences about future education, employment, or life goals.

Explorer 3

Learners at Explorer 3 are typically working at or towards Entry Level 3 and beyond and are developing confidence and independence within their learning. Many learners are able to work independently within familiar contexts and may sustain focus for longer periods when provided with appropriate support, structure, and regulation strategies. Learners may require reassurance and preparation when adapting to changes in expectations, routines, or activities.

Learners benefit from access to quieter learning spaces and calm environments to support concentration, emotional regulation, and sensory needs. Some learners may find certain social situations challenging and may require support to interpret social cues, manage interactions, or build confidence within group activities. Opportunities for predictable routines, clear expectations, and supported social communication help learners to engage successfully in learning and wider school life.

Learners within Explorer 3 often prefer fewer physical approaches to learning and may engage more positively with structured, low-demand, classroom-based activities. Communication and social interaction skills continue to develop, enabling learners to participate in discussions, collaborative learning, and problem-solving activities with support where needed.

Transition (Post 16)

Post 16 learners are baselined using the Explorer pathway descriptors and access a personalised programme designed to support their individual strengths, needs, aspirations, and next steps. Provision focuses on careers education, preparation for adulthood, independent living skills, and developing meaningful community-based links and projects. Learners are supported to develop confidence, communication, self-advocacy, and the practical skills needed for greater independence and future pathways into further education, training, employment, or community participation.

Where appropriate, learners continue to access accredited learning opportunities including Functional Skills in English, Maths, and Digital Skills, alongside OCR Entry Level courses and other suitable qualifications. Programmes are tailored to ensure learners can engage at an appropriate level while developing transferable life and employability skills within structured and supportive environments.