Curriculum Policy

RIVERSIDE BRIDGE SCHOOL
'EXCELLENCE FOR ALL'

Partnership Learning

Ratified by Governors: March 2021
To be reviewed: September 2022

Riverside Bridge School

CURRICULUM POLICY

Review Frequency: Every two years

Date of ratification: March 2021

Date next review due: September 2022

Scope of Policy: This policy applies to all staff, pupils, governors and volunteers at Riverside Bridge School

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1.0   RATIONALE

Our pupils come with complex layered needs including Severe Learning Difficulties, Moderate Learning Difficulties, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional Mental Health Needs. Attainment on entry of all pupils is well below those expected of pupils of a similar age nationally and the majority of our intake is on the Autistic Spectrum; hence a curriculum adapted from the Autism Education Trust framework, which is more geared towards meeting the needs of this lifelong neurodevelopmental condition that affects how people perceive, communicate and interact with the world. However even our cohort of young people is not a homogeneous group. Like all children and young people, our pupils as individuals vary in terms of their intellectual ability, their personality, their profile of strengths and needs, and the presence of other conditions (e.g. learning disability, ADHD, epilepsy, visual/hearing impairment) and their life experiences; and even those of the same apparent developmental age may not necessarily progress through the stages of development at the same rate.

Hence a curriculum which aims to provide a developmentally sequenced framework that ensures quality first education for all our pupils, with a specific focus on promoting spontaneous communication and emotional regulation in everyday activities and across different settings such as school, home and community.

Our curriculum is above all the reflection of our school vision which fosters the belief that learning should enable all pupils to thrive and develop with the ambition to lead a fulfilled, happy, and rewarding and as far as possible independent life, integrated into the society they choose to leave in. This is our commitment to all our pupils regardless of gender, needs, ability, ethnicity, religion or culture.

Our curricular framework concentrates on four core Principles of Development, which have been linked to the SEND Code of Practice and the Teacher Standards (see our Teaching and Learning Policy) to facilitate support the planning, the delivery, the monitoring and the assessment of our curriculum.

❖ ***Understanding the Individual*** – every child/young person is a unique pupil.

❖ ***Positive and Effective Relationships*** – pupils learn to be resilient and independent through positive relationships.

❖ ***Enabling Environments*** – pupils develop in the context of the environments around them, in which their experiences respond to their individual needs and where strong partnerships between teachers, external professionals and parents/carers are paramount.

❖ ***Learning and Development*** – pupils learn in different ways, which is the reason why our practitioners provide engaging and challenging opportunities across the prime (personal, social and emotional development, Communication and Language and Physical Development) and specific (Literacy, Cognition) areas of learning and development.

Core Principles of Development

2.0 CURRICULUM MODEL

It is not the responsibility of the child to change to meet the demands of the curriculum; it is the responsibility of those writing the curriculum to ensure that it is flexible enough and adaptable enough to meet the needs of each child, which we do through careful consideration of each pupil's learning styles and needs leading to distinct pathways which strive to be responsive to each learner, build on individual strengths and interests and enable every pupil to shine.
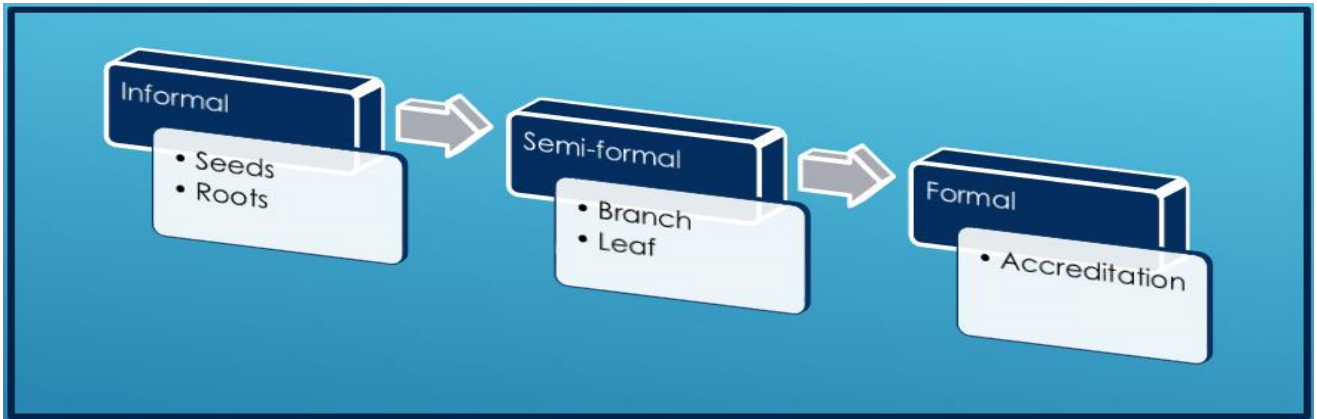
Our curriculum model is delivered into three broad pathways: informal - Seeds & Roots; semi-formal - Branch & Leaf; formal - Accreditation. This allows us to offer a means of making subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more 'conventional' National Curriculum type approach. Our curriculum allows pupils to reinforce continuously prior learning and it increases in cognitive complexity, widening out as pupils move through the pathways, revisiting concepts in greater depth. These pathways are not defined by age, but by need and achievement. Pupils are identified on entry or baselined at the beginning of each year through their Individualised Development Profile as to which curriculum pathway is better suited to meet their needs and thereafter they are able to move flexibly between pathways at any point during their school career. Some pupils may even be able to access a more 'fluid' curriculum, meaning that they may benefit from aspects of two from the three possible pathways, all based on individual needs which are reviewed regularly.

❖ Our informal curriculum (Seeds and Roots Pathways) focuses on the early communication, social, emotional and cognitive skills that are the foundation of learning. Pupils at this very early level of development may only communicate by gesture, eye-pointing, and at times very simple language; they require a higher level of adult support, both for their learning needs and their personal care and their attainment will be below the pre-key stage standards/within the very early P-Levels. The focus within this pathway is upon enabling pupils to proactively explore the world around them, gaining environmental control skills and discovering for themselves, whilst establishing positive interactive relationships with others and developing a sense of security within the classroom and school environment, which is meaningful and comprehensible to them. Hence the importance of play in their development and the need for sensory and multi-sensory approaches to their learning.

❖ Whilst still focusing on ensuring order, structure, routine and certainty in their learning, in this semi-formal curriculum (Branch and Leaf Pathways), we try to give our pupils opportunities to become literate communicators, early readers and start problem-solving. Our pupils are similar to all learners in that they take information through their senses.; however they may have difficulties in processing that information hence the need to design activities which enable them to increase their memory capacity, by breaking tasks and instructions down into smaller steps, frequently repeating important information, re-presenting information and teaching the same skill or fact in many different contexts to develop their ability to make connections and generalise a skill whilst understanding of when to use that skill in new and novel situations and combine it with other skills to solve a problem.

❖ Pupils experiencing our formal curriculum (Accreditation Pathway) access a range of National Curriculum subjects, adapted in the light of their developmental level and special educational needs. Life skills and independence skills form a large part of this curriculum in preparation for life beyond school. Teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions. Our KS4 pupils undertake relevant learning from a wide range of accredited courses during Years 10 and 11 which are relevant to their needs and abilities

We believe our three distinct and differentiated pathways offer the best way for:
▪ achievement to be maximised;
▪ each pupil to have a personalised curriculum appropriate to their needs;
▪ teachers to deliver lessons at an appropriate pace;
▪ expectations and targets to be set and reinforced;
▪ pupils to be challenged and supported at the right level
▪ a positive learning environment to be nurtured and maintained;
▪ pupils to develop confidence and self-esteem through appropriately differentiated pastoral programmes.

Based on a thematic cycle, each pathway covers knowledge, skills and understanding across the six shared areas of development, which are at the core of our progression framework, so as to facilitate a 'learning flow' between the three pathways. We understand that it is much more important that the knowledge and skills taught to pupils through varied, motivating and stimulating curricular experiences are acquired in a range of contexts and situations, ensuring greater depth of understanding and practical application of knowledge, which will enable them to transfer these learned skills to support them in their lifelong learning journey.

Theme Cycle Overview

Roots

Roots	Autumn	Spring	Summer
2020/2021	**Emotions** My Feelings	**Nature** Creatures	**The World** Weather & Seasons
2021/2022	**Ourselves** All about Me	**The World** My Community	**Geography** Seaside & Mountains
2022/2023	**Culture & Beliefs** Personal Celebrations	**Stories** Familiar Stories	**Transports** Everyday Journey
2023/2024	**Sports/Hobbies** Likes & Dislikes	**Exploring** Senses	**Careers** People Who Help Us

Branch

Branch	Autumn	Spring	Summer
2020/2021	**Emotions** Friendships	**Nature** Animals	**The World** Habitats
2021/2022	**Ourselves** My Family	**The World** The United Kingdom	**Geography** Countryside & Desert
2022/2023	**Culture & Beliefs** Festivals	**Stories** Characters	**Transports** Holidays
2023/2024	**Sports/Hobbies** Special Interests	**Exploring** The Wider Community	**Careers** Jobs

Leaf

Leaf	Autumn	Spring	Summer
2020/2021	**Emotions** Relationships	**Nature** Earth/Space	**The World** The Environment
2021/2022	**Ourselves** People in the Community	**The World** Continents	**Geography** Towns & Cities
2022/2023	**Culture & Beliefs** Religions	**Stories** Stories around the World	**Transports** Going on a Trip
2023/2024	**Sports/Hobbies** Healthy Choices	**Exploring** Countries	**Careers** Planning for My Future

Accreditation

Accreditation	Autumn	Spring	Summer
Year 10	**Personal Development**	**Spiritual and Moral Awareness**	**Community Participation**
Year 11	**Preparation for Adulthood**	**Social and Cultural Awareness**	**Independent Living Skills**

Having adapted the National Curriculum as appropriate to meet the needs of our pupils, we recognise that a more developmental approach focussed on transferable Life Skills spans the entirety of our curriculum which enables pupils to progress through the six Areas of Development (broken down into Stems of Development) so that they are able to go as independently as possible into the world with the knowledge, skills, cultural capital and understanding of what being a successful young adult and a responsible citizen in a modern day society is.

Stems of Development

Areas of Development
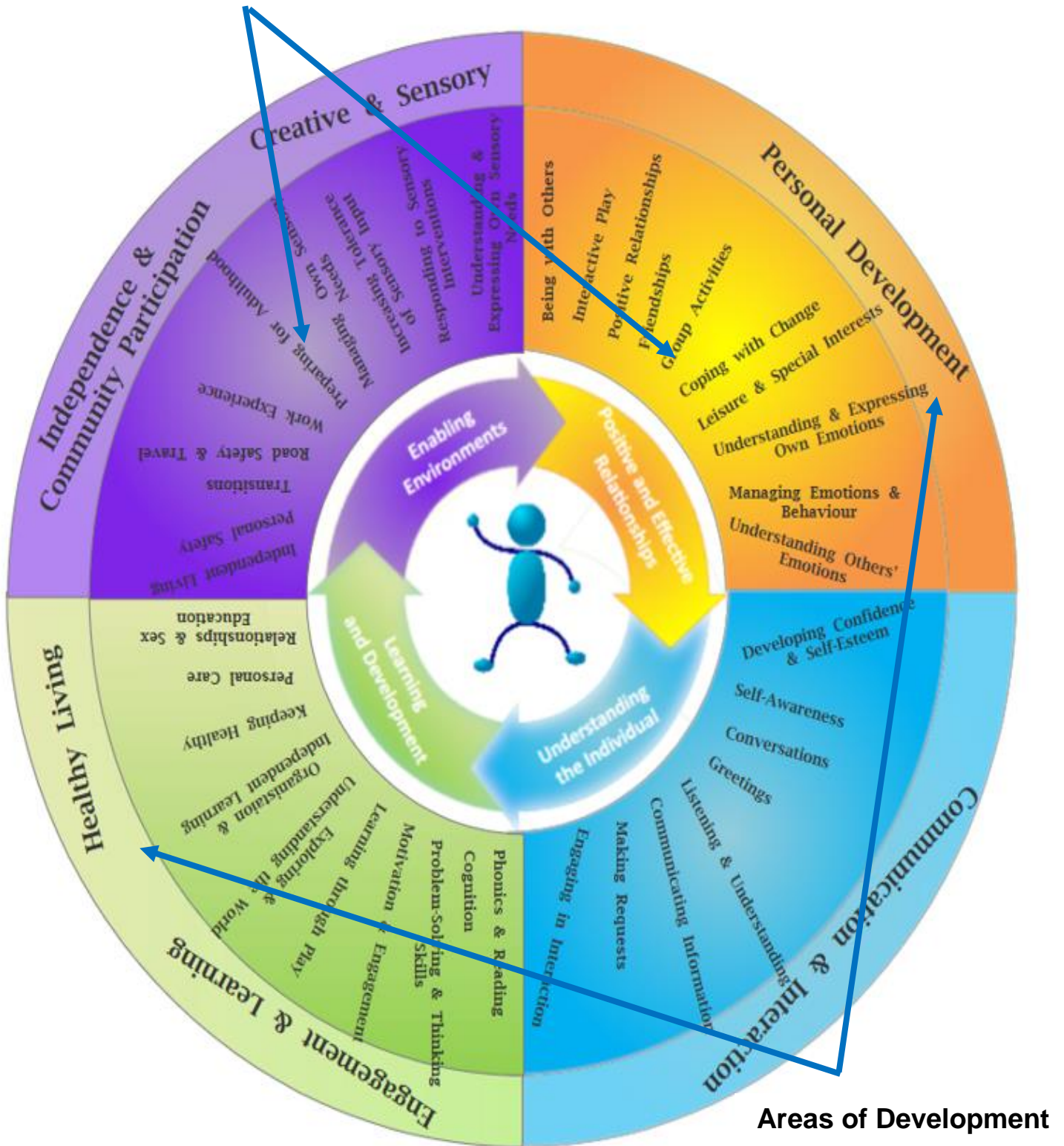
This also means that our curriculum allows both lateral and linear progress to be made by our pupils. For our lateral learners, our curriculum recognises the need of these pupils to learn through repetition which will improve the depth of their understanding. It is widely recognised that this cohort of learners have greater difficulty retaining key skills and need continued opportunities to practise these, so that they are able to transfer these skills and use them in a range of different situations.

3.0 ADAPTED NATIONAL CURRICULUM

Although we make reference to the National Curriculum and adapt as appropriate to meet the needs of our pupils, for our pupils there needed to be a more developmental perspective, with communication and cognition being the principal areas of development. For a majority of our pupils with severe learning difficulties, subjects such as geography, history, art and music should provide a context for learning communication and cognition rather than represent the focus of learning. As the extent to which our pupils engage with the National Curriculum vary, according to their attainment levels and nature of their needs; hence our curriculum model based on three pathways which enable our pupils to access the full national curriculum, in contexts where it is best placed to meet their needs.

Communication and Interaction - English
The Area of Development - Communication and Interaction i.e. Listening, Speaking, Reading and Writing aims to enable all of our pupils to be effective communicators at their own individual level. Pupils are able to put into practice all of these communication skills in a variety of contexts that are stimulating and engaging at every level. Communication, Language and Literacy is viewed the most cross curricular subject. Success within this curriculum area enables pupils to practise, consolidate and apply skills effectively across all areas of the curriculum, with increasing independence. This curriculum is designed to meet the wide and varied needs of all our pupils by incorporating technologies such as communication boards, symbols. Phonics is taught at a time that is right for the child depending on their level of need and learning potential. When the pupils are ready for phonics learning, we follow the Letters and Sounds scheme produced by the Department for Education to ensure the systematic teaching of phonics. It aims to build pupils' speaking and listening skills in their own right as well as prepare pupils for learning to read by developing their phonic knowledge and skills. Our aim is to instil a lifelong passion for reading in our pupils by having daily DEAR (Drop Everything And Read) times and celebrating narratives from around the world. One of our biggest celebrations is World Book Day, when staff and pupils dress up and share their favourite stories as well as the "Read for Good" Readathon.

Cognition - Maths
In the Area of Development - Engagement and Learning, we aim to enable our pupils to develop skills and knowledge to help them make sense of the world around them. The Stem of Development - Cognition, Mathematical Skills is about exploring, mastering skills in counting and developing an understanding of number. It involves exploring shape and pattern, and measurement through activities which contextualise the skills and knowledge. Engagement and Learning is about developing a curiosity in the world around us, and offering solutions to problems. It is also functional, aiming to develop skills which will enable greater independence as our learners grow. In order to personalise learning and maximise opportunities for progress, it is not the age of the student that is significant but the stage at which they are currently working. Whilst the learning opportunities will change and progress throughout the school, the principle of delivering at a level appropriate to the student's level of development is of paramount importance. To ensure progression of content, it would be expected that the content of the lessons would reflect this difference. For example, sorting coloured teddy bears in Roots classes could be replaced by categorising numbers in Leaf classes. The understanding that

Maths is not confined to a Maths lesson on the timetable but is regarded as a subject with many cross curricular opportunities.

Exploring and Understanding the World - Science

Science is not taught as a specific subject but is a key part of the Area of Development - Exploring and Understanding of the World, Experiencing the Natural and Humanly Constructed World. Exploring and Understanding the World is about enabling our pupils to experience and observe phenomena in the natural and humanly-constructed world. They should be encouraged to be curious and ask questions about what they notice and observe and should be helped to develop their understanding of scientific ideas by using different types of enquiry to answer their own questions.

Exploration is a vital part of pupil learning and the teaching and learning of science is done through the use of practical experiences whenever possible; and it is integral to many areas of daily exploration, learning and play. Alongside specific scientific knowledge and vocabulary pupils develop the concept of 'working scientifically' appropriate to their developmental stage. Through teaching science we aim to provide our pupils with the foundations to understand the world around them.

Exploring and Understanding the World - Geography

Geography is taught as part of the Area of Development - Exploring and Understanding the World, Geographical Awareness and is delivered through cross curricular topics. Geography is considered intrinsic to daily routines, everyday places and people, the weather and what's in the news.

We aim to offer pupils opportunities to stimulate an interest in their surroundings and in the variety of human and physical conditions on the Earth's surface; to foster a sense of wonder at the beauty of the world around them; to help develop an informed concern about the quality of the environment and the future of the human habitat; and to enhance a sense of responsibility for the care of the Earth and its people.

Exploring and Understanding the World - History

History is taught as part of the Area of Development - Exploring and Understanding the World, Historical Awareness and is delivered through cross curricular topics. History helps pupils gain a coherent knowledge and understanding of their own cultural heritage, then of Britain's present and past and finally that of the wider world and inspires their curiosity.

We aim to offer pupils opportunities to explore changes within living memory; events beyond living memory that are significant personally, nationally or globally; to learn about the lives of significant individuals in the past who have contributed to national and international achievements and to explore significant historical events, people and places in their own locality.

Creative and Sensory - Music, Design & Technology, Art & Design

We believe that participation in the creative arts should be an integral part of every pupil's school experience.

As part of the Area of Development - Creative and Sensory, we endeavour to provide our pupils with rich and varied learning opportunities in music, dance and art, using a cross curricular

approach as well as offering subject specific lessons.

Creative arts bring together intellect and feeling and enable personal expression, reflection and emotional development. We enable pupils to develop creativity at their own level in a varied and broad range of relevant contexts for example, the home and school, gardens and playgrounds, the local community and the wider environment and provide opportunities to promote a sense of personal and group identity. Individual responses and diversity are celebrated as there is no "right" or "wrong" way to be creative. Through the use of paint, materials, music, dance... pupils learn to express their ideas, feelings and preferences.

Healthy Living - PE

As part of the Area of Development - Healthy Living, we want our pupils to become physically confident and independent in a way which supports their health and fitness. Through sports participation, we also enable our pupils to build character and embed values such as fairness and respect. From learning how to develop fundamental motor skills to become increasingly more confident and competent, we offer our pupils a broad range of opportunities such as Jump London, swimming lessons to extend their agility, balance and coordination individually or in a team. Pupils are able to take part in competitive and co-operative physical activities in a range of challenging situations and context such as Borough Curling Competition, Trewern Outdoor Education Centre.

Healthy Living – Food Technology

As part of the Area of Development - Healthy Living, we want our pupils to learn about the principles of nutrition and healthy eating as well as instilling a love of cooking as learning how to cook is a life skills which will enable all our pupils to feed themselves and others well in later life. As part of the Food Technology curriculum which is delivered by a specialist teacher a minimum of once a week, pupils learn how to make healthy choices in relation to food and drinks; learn how to appreciate food from different countries and cultures; how to shop for the ingredients needed for their recipes and pay for them; and how to maintain good hygiene when it comes to cooking and eating. We also ensure all pupils participate in food events like Chinese New Year Fortune Cookies day, Pancake Day, etc... so they learn how to participate in group activities, engage positively in interaction with peers and receive peers' feedback positively.

Personal Development - PSHE

PSHE is part is part of the Areas of Development, Personal Development as well as Healthy Living and pupils are encouraged to develop their Personal, Social and Healthy self in every learning opportunities. The purpose of this area of the curriculum is to help young people develop as individuals in a wider society. Young people learn to understand themselves physically, emotionally, socially, economically and sexually and to understand their relationships with others. They develop self-esteem and become competent and confident citizens who take part in a wide range of activities in and out of school. Through active learning opportunities young people recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

Lessons encourage pupils to develop a positive self-image, become able to recognise and deal with different emotions and develop skills such as sharing and turn taking.

Personal Development - RE

RE is taught as part of the 'Spiritual, Moral, Social and Cultural Development" and is delivered through cross curricular topics. RE makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion and promotes mutual respect and tolerance through developing pupils' knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.

At Riverside Bridge School, we aim to offer students opportunities to learn about the place of religions and beliefs in their local community – recognising diversity and the influence of those religions and worldviews, and exploring questions about the meaning, purpose and value of life; to learn about key features of each religion, exploring their significance for followers of that religion or worldview.

Independence and Community Participation - ICT

In ICT, the Area of Development, Independence and Community Participation - Personal Safety, we want to enable all pupils to access both software and hardware that is appropriate to their level and ability and engaging as well as functional. To this end, pupils are encouraged to explore and experiment with a range of devices and build up skills that they can transfer to other areas of their learning, and ultimately, their life in the outside world. We recognise that, with developments in technology, pupils of all ability will rely on technology to communicate, from communication aids to social media, and we want to develop their independence in this area as well as teach them to communicate appropriately, safely and responsibly.

E-safety forms a large part of our curriculum and we want to teach our pupils to use the internet and other resources responsibly and safely. We teach regular sessions on e-safety and we provide parents with information and opportunities for discussion around this topic so that our approach is consistent in school and at home.

Opportunities for using ICT at Riverside Bridge School are embedded in all areas of the curriculum and we have a good range of resources to support pupils in their learning. Sounds buttons, Core and Effects toys, Bee Bot equipment can be found all round school and iPads are used throughout the curriculum on a daily basis.

Communication and Interaction – Modern Foreign Languages

Modern Foreign Languages are delivered through cross curricular topics. The learning of a Modern Foreign Language provides a valuable educational, social and cultural experience for the pupils and raises awareness of the multilingual and multicultural world by giving them an insight into their own culture and those of others.

We aim to offer students opportunities to learn another language in an enjoyable, fun and meaningful way by introducing children to simple vocabulary and structures which can be used in a variety of contexts in the normal school day, e.g. greetings, numbers, names, date, songs, classroom instructions; to raise awareness that languages other than English exist in our world; and encourage their curiosity about language and to develop positive attitudes to other languages and cultures.

Whilst the learning opportunities will change and progress throughout the school, the principle of delivering at a level appropriate to the pupils' level of development is of paramount importance. To ensure progression of content, it would be expected that the content of the lessons would

reflect this difference. For example, sorting coloured teddy bears in Roots classes could be replaced by categorising numbers in Leaf classes.

4.0 CURRICULUM IMPLEMENTATION

Our pupils have a weekly timetable of 25 hours, within which the six Areas of Development are being developed within a set number of periods which increases or decreases as the pupils progress through the school. This is in order to support pupils with their cognitive load and their retention of core learning. Class timetables are constructed around the principle that every moment of the school day is a learning opportunity.

Curriculum Allocation			
Roots	**Branch**	**Leaf**	**Accreditation**
Green 1, Green 2, Yellow 1, Yellow 2, Purple 1, Orange 1, Red 1, Silver 1	Purple 2, Sky Blue 1, Sky Blue 2, Orange 2, Lime 1, Silver 1	White 1, Red 2, Blue 1, Lime 2	Pink 1, Pink 2, Pink 3
4 Personal Development	4 Personal Development	4 Personal Development	3 Personal Development
4 Communication & Interaction * 1 Phonics * 1 Reading	4 Communication & Interaction * 1 Phonics * 1 Reading	4 Communication & Interaction * 1 Phonics * 1 Reading	3 Communication & Interaction
5 Creative & Sensory	3 Creative & Sensory	1 Creative & Sensory	1 Creative & Sensory
3 Independence & Community Participation * 1 Work Related Learning	4 Independence & Community Participation * 1 Work Related Learning	5 Independence & Community Participation * 1 Work Related Learning	6 Independence & Community Participation * 2 Work Related Learning
4 Engagement & Learning	5 Engagement & Learning	6 Engagement & Learning	7 Engagement & Learning
4 Healthy Living * 1 Food Technology * 2 PE	4 Healthy Living * 1 Food Technology * 2 PE	4 Healthy Living * 1 Food Technology * 2 PE	4 Healthy Living * 1 Food Technology * 2 PE
1 Assembly	1 Assembly	1 Assembly	1 Assembly

Our curriculum aspires to be meaningful to each pupil's personal development as a unique individual and foremost to be one in which every pupil can succeed and thrive and become an assertive, independent and confident citizen who is equipped to live safe, healthy and happy lives and who will be able to engage and make positive contribution to their community. For this to happen, this curriculum is implemented using a range of learning approaches, appropriate to the needs of our pupils. These will include sensory and practical activities, which enable pupils to use the skills learned in a functional manner, alongside differentiated and structured tasks that give them opportunities for developing collaborative and problem solving skills.

The content of each Pathway Area of Development provides our pupils with a holistic curriculum, whilst focussing on what is most important for the development of each pupil.
Meaningful experiences through theme-based activities, linked to the pupils' interests taking place in a range of environments both inside and outside the classroom, is planned using and expanding on the learning ideas plans developed by each pathway team.

Understanding the Individual

Communication & Interaction

- Recognise and sort emotions standard images and more abstract, identical and non identical. Links in with sorting by different variables, colours, size, type of emotion etc and role play.
- 1-1 games with peers students to understand there will be a winner and a looser.
- Recognise feelings based on colours (zones of regulation)
- Understand stranger danger people in the community we can trust and not trust.
- Use colourful semantics to build sentences on our feelings and why we feel this way.
- Recognise others feelings working with peers to get to know what makes us happy sad and what we can do when we feel a certain way. etc.
- Emotion hunt around the school
- Who's in my family - request pictures from home. Can create family tree or mood boards. - Recognise and labelling who is who.
- Likes and dislikes (both in objects and activities as well as what they might look for in a friend)
- Sort, what makes a good friend Asking for help/helping others both adults and peers
- Attention bucket with a focus on All about me, who am i, body parts, my friends
- Recipe for making a good friend -link to food tech "
- Create a poster advertising for a friend containing key frie ship qualities
- Bingo linked to the stories with students taking turns to be the bingo caller
- Ask and answer 'wh' questions about the text - using a communication strip or word bank to support them to structure questions and answers correctly
Students to play a game based around the game of Fruit Salad.
- Play Thumbs up Thumbs down, true and false statments linked to text.
- Act out different parts of the story, taking on the role of different characters - body gestures/voices/accents etc
- Pretend that they are a newspaper reporter and to interview characters from the text.
- Use role play to act out different scenes from the text
- Play- The describing pictures game:
- Give one learner in the group a picture of a character/object from the text. The learner with the picture has to describe and the others have to draw what he/she is describing.
- Pairs or snap using images from the story.
- Go Fish linked to texts
- Complete comprehension style tasks around the text
- Create character profiles describing characters from the text
- Learn about formal letter writing – Students to pretend that they are a character from the story and write a letter to a friend explaining why they want to be their friend. During this activity students should develop an understanding of the format of how to write an formal letter
- address on the right hand side of the page, language to be used etc
- Sentence work: Students to use structured sentence building templates to support them in writing simple sentences that describe an event from the text
- Create a storyboard using structured sentence building to support them to retell the story
- Develop an understanding of the features of stories by using a story map Identify and write the title, Identify and write the character names, Identify and write where the setting of the story is, Identify and write what the problem is, Identify and write how the problem was solved.

Learning & Development

Engagement & Learning

- 1-1 lego therapy problem solving with peers -roles and responsibilities
- Money - how will we will pay for items when shopping-
- Sharing activities (Role play/pass the parcel- ice cream book)
- Differences/similarities: hair, eye colour etc looking at capacity/measure
- Where are we from/live maps and places.
- Time - to the hour. What happens at what time.

Healthy Living

Swimming lessons
-understanding what foods are healthy or unhealthy,
where we get good energy from.
- Foods from where I am from - cultural dishes or fruit/veg famous in places.
- Making a recipe from the scratch, starting with shopping list and buying items then the making and serving to others (peers).
- Gardening and taking responsibility for jobs out there.
Foods I like/dislike
Foods my friends like/dislike

Enabling Environments

Independence & Community Participation

- Looking at signs in the community. working with peers to cross road, collaboration, Work with peers from other classes. For learning opportunities.
- People who help us (ie docotrs, denist, police).
- Bus rides
- Cross the road safely
- Visit the farm or vegetable patches to know where our foods come from
- Recycle - How to recycle in class. (bins/boxes) Could turn it in to a certificate. Top recycler.
- Friends of the earth

Creative & Sensory

Role play going to the docotrs/denist
-using paper plates to represents our emotions
- Tasting foods that our peers eat
-Collaborative art
Self-portraits/portraits of friends
- Photo taking of peers, explaining what we did out and about or around school. Who's in the picture? What doing? Where?
- Team building, whole class painting,

Positive & Effective Relationships

Personal Development

- How to regulate our emotions
- Understanding our own needs and pthers needs
- What is a good friend? How can we help our friends,
   How should we treat our friends.
- Turn taking
- Help others/asking for help
- Jobs/roles around school and class.
- Be a good friend and what constitutes
- Celebrate each other's interests, beliefs, celebrations

Book Choices:
Bad Apple A Tale of Friendship
Calm down time
Do you want to be my friend
Feet are not for kicking
Hands are not for hitting
How do dinosaurs stay friends
How To be friend
On Sudden Hill
Ruby's Worry
Share and Take Turns
Sharing a shell
Stick and a Stone
Teeth are not for biting
The Rainbow fish
The Way I Feel
Unicorn and Horse

Our literacy program (see our Literacy Strategy) focusses on supporting teachers in developing the functional literacy skills needed by our pupils to cope at an adult level in everyday situations whilst our work-related program (see our Work-Related Strategy) focusses on ensuring pupils apply the transferable skills learned in the classroom in a real-life context, develop an understanding of work and its related responsibilities and broaden their awareness of the world of work.

5.0   PERSONALISED PROVISION

As our pupils have a range of educational needs, they may have 'spiky' profiles with varying abilities across the six Areas of Development. The uniqueness of each of our pupils makes it paramount to provide an individualised curricular development framework.
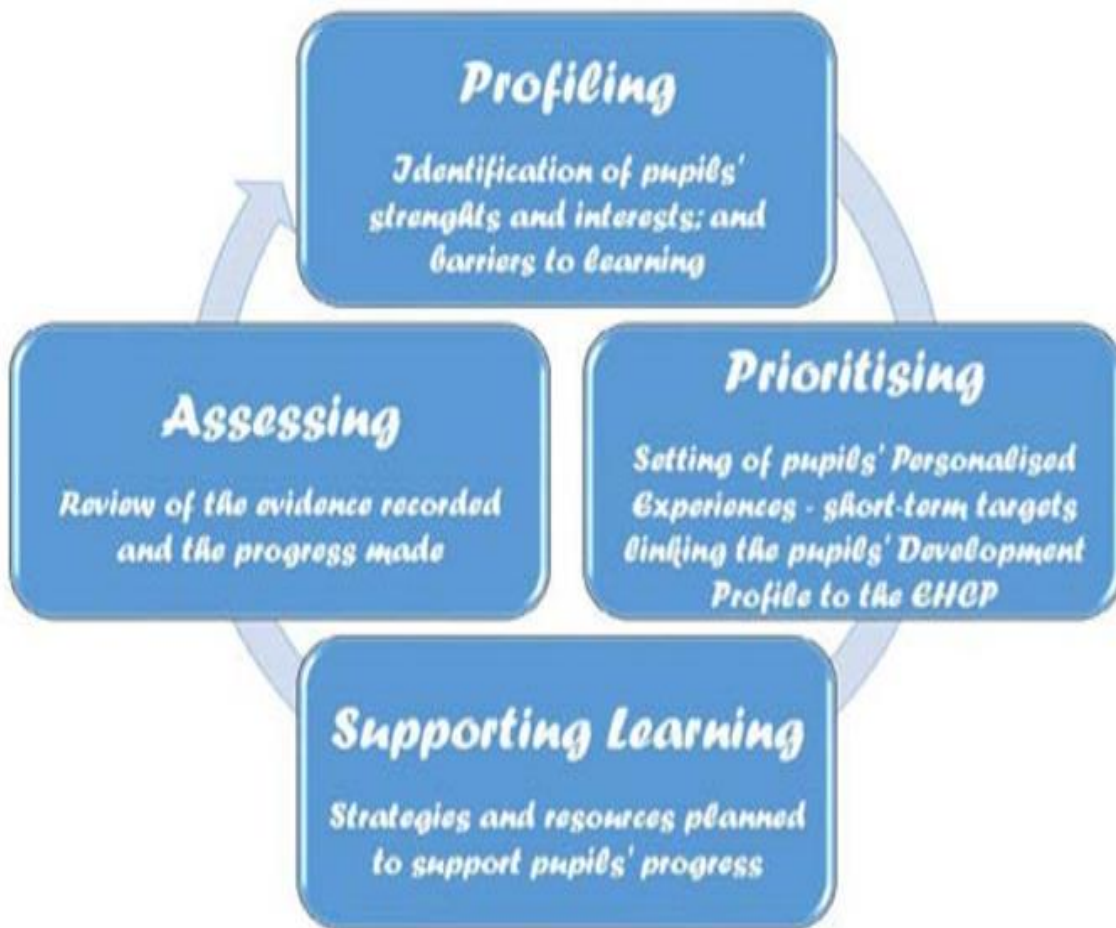
❖ Each pupil has their own Development Profile which identifies individual progress and priorities based on an assessment of need. It is very important though to clarify that this Development Profile is not a checklist of skills to be worked through but a progression framework, designed to give an "at a glance" overview of the pupils' main learning development areas and the areas for focus. Teachers evaluate the extent to which they think their pupils are developing using a progress scale based on four Development Indicators - the Profiling Stage.
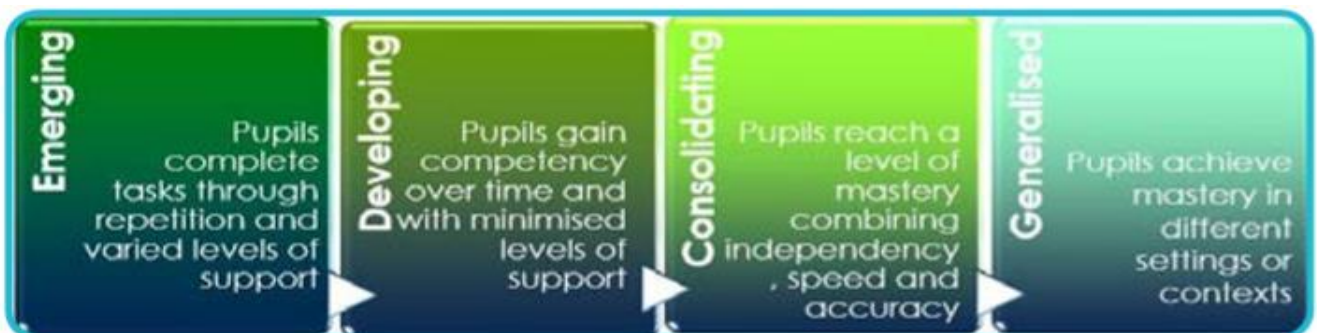
❖ Once each pupil's strengths, interests and main barriers to learning have been identified - the Profiling stage, the next step is the Prioritising stage, in which a number of short term targets are set - Personalised Experiences of Development, which are directly linked to the Areas of Development as well as the pupil's EHCP steps towards a specific outcome - the Prioritising Stage. The purpose of these Personalised Experiences is to assist staff in drawing development targets which are appropriately targeted to ensure each individual pupil develop and progress. There is an emphasis on the provision planned in order to support pupils to make progress, not on the timescale. This allows for flexibility in the amount of time required for these Personalised Experiences to be achieved and to which point on the progress scale.

❖ Using the Curriculum themed Learning Ideas and the pupils' individualised Development Profile and their Personalised Experiences, bespoke provision is developed for each pupil, thus allowing teachers lessons and resources to be planned in direct response to a pupil's individual needs and interests, taking account of their barriers to learning - the Supporting Learning Stage.

❖ Essential to this development framework is the recording of progress of each pupil to ensure that evidence which may be in form of photos, written statements or examples of work can provide essential information on pupils' progress and development - the Assessing Stage. (see our Assessment Strategy)

Each aspect of the school life is expected to be a planned learning experience and we are able to gauge rigorously the impact of our curriculum on each pupil's development and put in place intervention, where necessary so that all pupils make outstanding progress.

Through a mix of behavioural, developmental and educational approaches, with the goal of enhancing cognitive, communication and social skills whilst minimising behaviours that challenge, we offer all our pupils a unique and well-structured curriculum that is broad and balanced and designed to give them the knowledge, skills and cultural capital they individually need to succeed in life; to support them to make outstanding progress in all areas of their learning so they can continue their learning journeys into adult life; to meet all their individual needs; and address potential social disadvantages.

We also focus very much on how our young people process the world around them. Our staff through the pupils' individual Development Profile have a clear view of the way each pupil is seeing their environment, what they are seeking, and what they are over-stimulated by. Having this information is vital to help pupils engage into learning and be motivated for longer periods of time. Once the pupils' sensory needs have been addressed, we can build in these vital elements within their school day. For example, if a young person especially seeks movement and vestibular stimulation, regular movement breaks can be built into their schedule, using these breaks to support learning, and so maintain concentration levels. Activities throughout pupils' school day are tailored to their learning style and sensory needs, thus encouraging participation in the breadth of the curriculum.

6.0   ENRICHMENT ACTIVITIES

Enrichment activities provide opportunities to generalise classroom learning into other environments, and allow pupils to experience new situations throughout the school day and beyond so that teaching and learning is not confined to the classroom.

Our pupils enjoy many educational visits to the local area (supermarket, cafes, shops, parks) or to a place of interest in London or further afield such as Ingrebourne Valley Centre, Jump London, Sea Life Adventure Centre, Colchester Zoo, the London Eye, ELHAP Adventure playground, Diggerland Theme Park or our residential in Trewern in Wales for our KS4 pupils.

All through the year we have a school calendar bursting with celebrations of a wide range of cultural national and international events. Highlights for the coming year include European National Language Day, Halloween Carnival, Valentines and Pancake Days, celebrations of Christmas, Diwali, the Chinese New Year, Easter and more.

Riverside Bridge School Extended Curriculum also encompasses all activities that take place outside the normal school day.

The provision of these Extended Curriculum opportunities is developed as a direct result of the school's ethos:

- to present children with challenges that will equip them to become more resilient and realise their full potential;
- to help children realise their own self-worth;
- to develop self-esteem and independence;
- to develop skills in particular areas;
- to develop pupils' interest in leisure time activities out of school;
- to develop both fine and gross motor skills and co-ordination and balance;
- to develop social, communication and behaviour skills;
- to improve fitness levels and develop awareness of having a healthy lifestyle.

As a fully inclusive school, we aim to encourage and include as many of our pupils as possible to take part in our Extended Curriculum provision in order to give our pupils as many opportunities as possible to be part of a team, group or club where they can develop personally, socially and learn new skills.