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Service	**Bridge House School**
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1. Rationale and Curriculum Intent

Bridge House Independent School provides a broad, balanced, ambitious and personalised curriculum that enables pupils with Social, Emotional and Mental Health (SEMH) needs to achieve positive academic, social and personal outcomes. The curriculum is designed to meet the requirements of the Independent School Standards (ISS), align with the principles and expectations of the National Curriculum, support pupils' EHCP outcomes and prepare them for successful futures. It is carefully sequenced to ensure that pupils develop the knowledge, skills, understanding and personal attributes required to thrive both within school and beyond.

Our curriculum is underpinned by the school's CARE values of Community, Aspiration, Resilience and Empathy and reflects our commitment to enabling every pupil to thrive academically, emotionally and socially. We recognise that successful outcomes for our pupils are achieved through a curriculum that is ambitious, relevant, engaging and responsive to individual need, while maintaining high expectations for all learners.

The curriculum is designed to meet the requirements of Part 1 of the Independent School Standards by providing pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The curriculum is planned to ensure pupils acquire speaking, listening, literacy and numeracy skills whilst developing knowledge and understanding across a broad range of subjects and experiences.

The curriculum also actively promotes pupils' spiritual, moral, social and cultural development, fundamental British Values and an understanding of life in modern Britain. Through academic learning, enrichment opportunities and preparation for adulthood experiences, pupils are supported to become responsible, active and informed members of their communities.

At Bridge House, the curriculum is built around three equally valued and interconnected strands:
Academic Achievement - developing secure knowledge, skills and understanding across the National Curriculum and accredited qualifications.
Enrichment and Personal Development - broadening horizons through cultural experiences, creativity, sport, outdoor learning, community engagement and wider opportunities.
Life Skills and Preparation for Adulthood - developing independence, employability, social communication, emotional literacy and the practical skills needed for adult life.

These three strands are given equal prominence within curriculum design, implementation and evaluation, ensuring that success is measured not only through academic attainment but also through personal growth, readiness for adulthood and positive future destinations.

The curriculum follows a two-year spiral model, enabling pupils to revisit, consolidate and deepen their learning over time. This approach supports retention, progression and the development of long-term understanding, while also accommodating the varied starting points, educational experiences and needs of pupils who join Bridge House at different stages of their educational journey. Reading sits at the heart of the curriculum, with high-quality core texts providing a vehicle through which pupils develop literacy, vocabulary, critical thinking and wider curriculum knowledge

Learning is organised around carefully planned Big Questions, which encourage curiosity, critical thinking and meaningful connections across subjects. Through these enquiry-based themes, pupils are encouraged to think widely about themselves, their communities and the wider world, developing the confidence to explore different perspectives, solve problems and apply their learning in real-life contexts. Practical and experiential learning opportunities are embedded throughout the curriculum to promote engagement, develop transferable skills and ensure learning is purposeful and relevant.
The curriculum is designed to:

- Develop pupils' knowledge, skills and understanding across all areas of learning.
- Deliver a curriculum aligned with National Curriculum principles while remaining personalised to individual needs and aspirations.
- Provide equal emphasis on academic achievement, enrichment and life skills development.
- Support pupils to revisit and deepen their learning through a progressive two-year spiral curriculum model.
- Encourage curiosity, creativity and critical thinking through enquiry-based learning and Big Questions.
- Develop practical knowledge and transferable skills through meaningful real-world learning experiences.
- Address barriers to learning through trauma-informed, relational and therapeutic practice.
- Foster personal development, wellbeing, emotional regulation and positive relationships.
- Promote independence, resilience and preparation for adulthood.
- Raise aspirations and support progression into further education, employment, training and independent living.
- Ensure all pupils experience success and make sustained progress from their individual starting points.

Through this approach, Bridge House aims to develop confident, capable and resilient young people who are equipped with the knowledge, skills and character to contribute positively to their communities and achieve successful outcomes throughout education and adult life.

2. Purpose, Scope and Local Context

Bridge House Independent School is an independent special school for pupils with Social, Emotional and Mental Health (SEMH) needs across Key Stages 1 to 4. The curriculum is designed to provide a personalised, nurturing and ambitious educational experience that enables pupils to overcome barriers to learning, achieve positive outcomes and prepare successfully for their next stage of education and adulthood.
The curriculum is shaped by the individual needs of the pupils and reflects:

- Individual EHCP outcomes and identified needs.
- Prior attainment, starting points and learning profiles.
- Social, emotional and mental health needs.

- Therapeutic recommendations and pastoral support requirements.
- Pupils' interests, strengths and aspirations.
- The local community and wider society.
- Local and regional labour market opportunities.
- Preparation for adulthood outcomes, including independence, employability and community participation.

Located within a rural setting, Bridge House is uniquely placed to offer rich outdoor and experiential learning opportunities that enhance both academic learning and personal development. The school makes purposeful use of its environment to provide practical, hands-on experiences that develop confidence, responsibility, resilience and independence. Outdoor learning is embedded throughout the curriculum and supports pupils to engage positively with learning through real-life contexts and meaningful experiences.

A key feature of the curriculum is the school's Farm School provision, which provides opportunities for pupils to develop practical skills, teamwork, problem-solving, responsibility and an understanding of animal care, land management and environmental sustainability. Farm School supports engagement, emotional wellbeing and personal growth while introducing pupils to potential vocational interests and future employment sectors linked to agriculture, animal care, horticulture, countryside management and related industries.

The curriculum is designed to re-engage pupils with learning while enabling them to access age-related expectations wherever appropriate. Through a combination of academic study, enrichment opportunities, outdoor learning and life skills development, pupils are supported to discover their strengths, build aspirations and develop the knowledge, skills and character required for successful adult lives.

As pupils progress through the school, increasing opportunities are provided to develop vocational knowledge, employability skills and preparation for adulthood experiences. This includes careers education, enterprise activities, community engagement, workplace encounters, Farm School experiences and curriculum pathways that reflect both pupils' aspirations and the opportunities available within the local and regional economy. The curriculum therefore provides a bridge between education and future destinations, ensuring pupils are well prepared for further education, training, employment and independent living.

3. Curriculum Structure

The curriculum is structured to provide a coherent and progressive learning journey from Key Stage 1 to Key Stage 4. It is designed to ensure pupils develop academically, socially and emotionally whilst building the knowledge, skills and experiences required for successful adulthood. Across all key stages, pupils access the three core curriculum strands of Academic Achievement, Enrichment and Personal Development, and Life Skills and Preparation for Adulthood, with increasing opportunities for independence, responsibility and accreditation as they progress through the school.

Key Stage 1

The Key Stage 1 curriculum focuses on establishing the foundations for successful learning and positive engagement with education. Learning is delivered through a nurturing, structured and highly supportive environment, with an emphasis on curiosity, exploration and building confidence.

Key areas of focus include:

Communication, language and vocabulary development.

Reading, early literacy and a love of books.

Mathematical understanding and problem-solving.

Personal development and self-awareness.

Emotional literacy and regulation.

Social interaction and relationship building.
Physical development and motor skills.
Play-based, practical and experiential learning.
Early awareness of the world beyond school through community and enrichment experiences.
Key Stage 2
In Key Stage 2, pupils build on their foundational skills and develop greater independence as learners. The curriculum broadens knowledge and understanding whilst continuing to support pupils' social, emotional and personal development.
Key areas of focus include:
Developing fluency in reading, writing and mathematics.
Increasing independence and resilience.
Expanding knowledge across the wider curriculum.
Enrichment opportunities which build cultural capital.
Outdoor learning and experiential learning opportunities.
Development of communication, teamwork and problem-solving skills.
Swimming and water safety education.
Early careers awareness through curriculum-linked learning.
Exploration of the local community and wider world.
Key Stage 3
Key Stage 3 provides a bridge between the broad curriculum offer of Key Stage 2 and the increased specialisation of Key Stage 4. Pupils develop greater ownership of their learning whilst preparing for future qualifications and pathways.
Key areas of focus include:
Academic development across the curriculum.
Personal responsibility and self-management.
Careers exploration and future aspirations.
Employability and life skills development.
Community engagement and social responsibility.
Outdoor education and practical learning opportunities.
Swimming and water safety education.
Preparation for accreditation and qualifications.
Increased preparation for adulthood and independence.
To support engagement, achievement and future progression, pupils begin to access a range of accredited learning opportunities, including:
ASDAN programmes.
AQA Unit Award Scheme accreditation.
Duke of Edinburgh Award opportunities.
The John Muir Award (typically introduced from Year 8).
Subject-specific accreditation where appropriate.
Key Stage 4
Key Stage 4 focuses on preparing pupils for successful post-16 destinations through a personalised blend of academic learning, vocational opportunities, accredited outcomes and preparation for adulthood.
Key areas of focus include:
Accredited qualifications, including GCSEs, Functional Skills and vocational pathways.
Continued ASDAN and AQA accreditation opportunities.
Duke of Edinburgh Award participation where appropriate.
Employability and enterprise skills.
Careers education and guidance.
Work-related learning and vocational experiences.
Independent living and life skills.

Community participation and citizenship.
Transition planning and progression to further education, training or employment.
Across Key Stages 3 and 4, pupils are supported to identify their strengths, interests and aspirations through a curriculum that combines academic achievement with practical experiences. Opportunities such as Farm School, outdoor learning, enterprise projects, careers education, employer engagement and vocational learning provide meaningful contexts for learning and help pupils develop the confidence, resilience and transferable skills needed for future success.
The curriculum is designed to ensure that every pupil leaves Bridge House with appropriate qualifications, recognised achievements, valuable life skills and a clear pathway towards further education, training, employment and adult life.

Reading and Literacy Across the Curriculum
Reading is at the heart of the Bridge House curriculum and is viewed as a fundamental skill that underpins success across all areas of learning. The school is committed to developing confident, fluent and motivated readers through a structured, evidence-informed approach that supports pupils at all stages of their reading journey.
A carefully selected core text sits at the centre of learning each term, providing a shared context through which pupils can deepen their understanding of themes, concepts and knowledge across the curriculum. Core texts are used to drive enquiry, stimulate discussion, develop vocabulary and create meaningful links between subjects, enabling pupils to engage with learning in a coherent and purposeful way.
All curriculum areas contribute to the development of reading, vocabulary acquisition, communication and disciplinary literacy. Subject leaders identify opportunities for pupils to read, interpret, discuss and apply subject-specific language, ensuring literacy is embedded across the curriculum rather than taught in isolation.
The school's reading strategy is designed to:

- Develop reading fluency, comprehension and vocabulary.
- Foster a lifelong love of reading.
- Increase access to the wider curriculum through improved literacy skills.
- Build background knowledge and cultural capital.
- Support the development of communication, oracy and critical thinking.
- Address gaps in learning through targeted reading intervention where required.
- Enable pupils to access age-appropriate and increasingly challenging texts.

Through the use of high-quality core texts, explicit vocabulary instruction, disciplinary literacy approaches and regular opportunities to read for pleasure, pupils develop the knowledge, confidence and literacy skills required to succeed academically and engage fully with the wider world. Reading therefore acts as a golden thread running throughout the curriculum from Key Stage 1 to Key Stage 4, supporting achievement, personal development and preparation for adulthood.

4. Curriculum Design, Progression and Adaptation

The curriculum at Bridge House Independent School is designed to provide a coherent, ambitious and personalised educational experience that enables all pupils to achieve positive academic, social and emotional outcomes. Curriculum implementation is informed by the National Curriculum, the Independent School Standards (ISS), EHCP outcomes and the individual needs of pupils with SEMH need. The curriculum reflects the school's commitment to delivering high-quality education through the three interconnected strands of Academic Achievement, Enrichment and Personal Development, and Life Skills and Preparation for Adulthood.

Curriculum planning is underpinned by a clear progression model from Key Stage 1 through to Key Stage 4, ensuring that pupils develop the knowledge, skills and personal attributes needed for lifelong success. Learning is carefully sequenced through a two-year spiral curriculum, enabling pupils to revisit key concepts, strengthen understanding and deepen knowledge over time. This approach supports retention, accommodates varied starting points and ensures continuity for pupils who join the school at different stages.

A defining feature of the Bridge House curriculum is the use of termly core texts and Big Questions. Reading is the foundation upon which learning is built and acts as a golden thread running throughout the curriculum. Each term, pupils engage with a carefully selected core text which provides a shared stimulus for learning across subject areas. Through these texts and overarching enquiry questions, pupils are encouraged to think critically, make connections between subjects, develop vocabulary, engage in discussion and apply their learning in meaningful contexts.

The curriculum provides a broad and balanced range of learning experiences which include:

- English, reading and communication.
- Mathematics and numeracy.
- Science and understanding of the wider world.
- Humanities and citizenship.
- Computing and digital literacy.
- Creative and expressive arts.
- Physical Education and healthy lifestyles.
- Personal Development, PSHE and RSE.
- Careers education and preparation for adulthood.
- Outdoor learning and Farm School.
- Enrichment, enterprise and community engagement activities.

Learning is designed to be practical, purposeful and engaging. Staff make use of experiential learning opportunities wherever possible, enabling pupils to apply knowledge and skills in real-world contexts. Outdoor learning forms an important element of curriculum delivery and supports the development of resilience, teamwork, communication, problem-solving and independence. The school's rural location provides unique opportunities for pupils to engage in Farm School activities, environmental education, conservation projects and practical vocational learning experiences.

The curriculum is designed to ensure compliance with the Independent School Standards by providing pupils with a broad and balanced education across linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative areas of learning. Through carefully planned and sequenced learning experiences, pupils are supported to develop the knowledge, skills and understanding required for their next stage of education and future life opportunities.

The curriculum also actively promotes pupils' spiritual, moral, social and cultural development, fundamental British Values and an understanding of life in modern Britain. Through academic learning, enrichment opportunities and preparation for adulthood experiences, pupils are supported to become responsible, active and informed members of their communities.

Curriculum adaptation is central to ensuring all pupils can access learning successfully. Planning takes account of:

- Individual EHCP outcomes.
- Prior attainment and assessment information.
- Reading age and literacy development.
- SEMH needs and identified barriers to learning.
- Therapeutic recommendations.

- Personal interests, strengths and aspirations.
- Preparation for adulthood goals.

Teachers use adaptive teaching strategies to ensure learning remains accessible and appropriately challenging. Adaptations may include differentiated learning pathways, scaffolding, personalised resources, therapeutic approaches, modified timetables, intervention programmes and targeted support to address gaps in learning, attendance or engagement.

Reading and literacy development are prioritised across all curriculum areas. Every subject contributes to the development of reading fluency, comprehension, vocabulary acquisition and communication skills. Subject leaders identify opportunities to explicitly teach disciplinary vocabulary and subject-specific literacy skills, ensuring pupils are equipped to access increasingly complex texts and curriculum content as they progress through the school.

Preparation for adulthood is embedded throughout curriculum implementation rather than being confined to specific lessons or year groups. Opportunities to develop independence, employability skills, financial awareness, decision-making, communication and community participation are integrated across all key stages. These experiences increase in breadth and complexity as pupils move through the school, culminating in accreditation, careers education, vocational learning and transition planning at Key Stages 3 and 4.

The curriculum is further enriched through a range of accredited programmes and wider opportunities, including ASDAN, AQA Unit Award Scheme, Duke of Edinburgh Award, the John Muir Award, swimming and water safety, enterprise projects, educational visits, employer engagement activities and community-based experiences. These opportunities enable pupils to develop confidence, resilience and transferable skills whilst gaining recognition for their achievements.

Through this personalised and ambitious approach, Bridge House ensures that all pupils access a curriculum that is engaging, meaningful and relevant to their future aspirations, enabling them to make strong progress from their starting points and prepare successfully for the next stage of education, employment, training and adult life.

Adaptation is used to remove barriers to learning and ensure equitable access to the curriculum. Adaptations do not reduce curriculum ambition; instead, they enable pupils to access appropriately challenging learning that promotes progress, independence and successful preparation for adulthood. The curriculum is designed to support pupils with SEND and SEMH needs whilst maintaining high expectations for achievement and personal growth.

5. Enrichment and Life Skills Curriculum

The Enrichment and Life Skills Curriculum is a fundamental element of the Bridge House curriculum offer and sits alongside the academic curriculum as an equally valued component of each pupil's educational experience.

Through a structured programme of enrichment activities and carefully planned life skills opportunities, pupils develop confidence, resilience, independence and cultural capital. These experiences support pupils to apply knowledge in real-life contexts, explore personal interests, discover talents and develop the practical skills required for adult life.

The Enrichment Curriculum is organised around the four strands of Active, Artistic, Academic and Abilities, ensuring pupils access a wide range of experiences that extend learning beyond the classroom. Life Skills provision supports the development of independence, self-advocacy, community participation, financial awareness, employability and personal wellbeing.

Together, these experiences contribute significantly to pupils' preparation for adulthood and support the development of the school's CARE values of Community, Aspiration, Resilience and Empathy.

6. Qualifications and Outcomes

Bridge House Independent School offers a broad range of qualifications and accreditation pathways designed to meet pupils' individual needs, abilities, interests and future aspirations. The school's personalised approach ensures that every pupil is able to access an appropriate pathway which celebrates achievement, promotes engagement and supports progression towards positive post-school destinations.

Qualifications and accreditation opportunities may include:

- GCSE qualifications.
- Functional Skills qualifications.
- Entry Level qualifications.
- Vocational qualifications.
- ASDAN programmes and awards.
- AQA Unit Award Scheme accreditation.
- Duke of Edinburgh Award.
- John Muir Award.
- Personal Development and Preparation for Adulthood accreditation.
- Subject-specific qualifications and certificates as appropriate.

Accreditation is viewed as an important part of recognising achievement; however, equal value is placed on the development of personal, social and employability skills. The curriculum is designed to ensure pupils leave Bridge House with recognised qualifications, meaningful achievements and the confidence and skills required for their next stage of learning and development.

Throughout their time at Bridge House, pupils are encouraged to gather evidence of their academic, personal and wider achievements. Each pupil develops a Record of Achievement Portfolio, which showcases their progress, qualifications, accreditations, personal successes, enrichment experiences, community involvement, employability skills, careers learning, work-related experiences and preparation for adulthood achievements.

Upon leaving Bridge House, pupils are provided with their Record of Achievement Portfolio, creating a comprehensive reflection of their educational journey and accomplishments. This portfolio supports transition planning by providing further education providers, employers, training organisations and other stakeholders with a holistic overview of the pupil's strengths, experiences and achievements beyond formal qualifications.

The curriculum is designed to support successful progression into a range of future destinations, including:

- Further Education Colleges.
- Sixth Form provision.
- Apprenticeships and traineeships.
- Vocational education and training programmes.
- Employment.
- Supported internships.
- Supported employment pathways.
- Independent and supported living pathways.
- Community participation and lifelong learning opportunities.

Through personalised pathways, accredited learning, careers education, vocational experiences and preparation for adulthood opportunities, Bridge House aims to ensure that all pupils leave school with the knowledge, qualifications, skills and confidence needed to achieve positive outcomes and become successful, independent and active members of their communities.

7. Assessment Monitoring and Tracking

Assessment at Bridge House Independent School is used to identify strengths, inform teaching, measure progress and ensure that every pupil achieves positive academic, personal and developmental outcomes. Assessment is viewed as an integral part of the learning process and enables staff to understand each pupil's starting point, monitor progress over time and provide appropriate support, challenge and intervention. The school's assessment approach reflects the three core curriculum strands of Academic Achievement, Enrichment and Personal Development, and Life Skills and Preparation for Adulthood, ensuring that success is recognised and celebrated in all areas of development.

Pupil progress is monitored through a range of assessment approaches, including:

- Baseline assessments on entry to identify attainment, strengths and areas for development.
- Formative assessment within lessons to inform responsive teaching and curriculum adaptation.
- Summative assessments to evaluate knowledge, skills and understanding over time.
- Reading age, literacy and numeracy assessments.
- Monitoring of progress towards EHCP outcomes and individual targets.
- Curriculum-based assessment and subject-specific tracking.
- Personal development assessments.
- Behaviour, attendance and engagement data.
- Therapeutic and wellbeing indicators where appropriate.
- Preparation for adulthood outcomes, including independence and employability skills.

The school uses Arbor as its central tracking and monitoring system. Academic attainment, progress and assessment information are recorded and analysed through Arbor, enabling staff and leaders to identify trends, monitor achievement and ensure that pupils make progress from their individual starting points. Arbor is also used to monitor attendance, behaviour, engagement and pastoral information, providing a holistic overview of pupil development and supporting timely intervention where required.

Personal development is monitored through the school's pastoral and wellbeing systems and includes the tracking of:

- Emotional regulation.
- Resilience and self-management.
- Social interaction and communication.
- Attendance and engagement.
- Independence and responsibility.
- Relationships and social development.
- Participation in enrichment activities.
- Achievement of personal and pastoral targets.

A key component of the school's assessment framework is the use of Life Skills Passports, which are implemented progressively from Key Stage 1 through to Key Stage 4. The passports provide a structured framework for assessing and tracking the practical, social and personal skills that pupils require to become successful, independent and active members of their communities.

Life Skills Passports enable pupils, staff and families to monitor progress in areas including:

- Communication and social interaction.
- Emotional regulation and self-management.
- Personal organisation and responsibility.
- Independence and self-care.
- Community participation.
- Safety awareness and risk management.
- Travel awareness and personal safety.
- Healthy lifestyles and wellbeing.

- Financial awareness.
- Employability and workplace behaviours.
- Preparation for adulthood outcomes.

The expectations within the Life Skills Passports develop progressively across the key stages. In Key Stages 1 and 2, the focus is placed on developing communication, social interaction, emotional literacy, self-care and independence skills. In Key Stages 3 and 4, pupils build upon these foundations by developing increased independence, employability skills, community participation, financial awareness and preparation for future education, training and employment.
Achievements within the Life Skills Passports are reviewed regularly, celebrated with pupils and shared with parents and carers where appropriate. Evidence gathered through the passports contributes directly to pupils' Record of Achievement Portfolios, ensuring personal development and preparation for adulthood outcomes are recognised alongside academic achievement.
Assessment information is used to:

- Inform curriculum planning and adaptive teaching.
- Identify pupils requiring intervention, challenge or additional support.
- Monitor progress towards EHCP outcomes and individual targets.
- Track attainment and progress across subjects and key stages.
- Evaluate the effectiveness of teaching, learning and curriculum provision.
- Inform annual reviews and multi-agency planning processes.
- Support discussions with pupils, parents/carers and external professionals.
- Monitor the impact of interventions, enrichment opportunities and therapeutic support.
- Identify whole-school strengths, trends and areas for development.

Assessment and progress information is reviewed regularly by teachers, subject leaders and senior leaders to ensure that all pupils make meaningful progress from their individual starting points. Academic progress, personal development and preparation for adulthood outcomes are given equal importance when evaluating pupil success, ensuring that pupils leave Bridge House with the knowledge, qualifications, skills, confidence and independence required for their next stage of education and adult life.

8. Personal Development, Wellbeing and Safeguarding

Personal Development is a fundamental element of the Bridge House curriculum and is given equal importance to academic achievement and preparation for adulthood. The curriculum is designed to support pupils in becoming confident, resilient, respectful and responsible individuals who are equipped with the knowledge, skills and personal attributes needed to lead safe, healthy and fulfilling lives.

In accordance with Part 2 of the Independent School Standards, the curriculum actively promotes pupils' spiritual, moral, social and cultural development. Through planned learning experiences, enrichment opportunities and therapeutic support, pupils develop self-knowledge, self-esteem, self-confidence, respect for others and an understanding of their responsibilities within society.

Personal Development is delivered through a carefully planned programme that permeates all aspects of school life and includes:

- Personal, Social, Health and Economic (PSHE) Education.
- Relationships and Sex Education (RSE).
- Spiritual, Moral, Social and Cultural (SMSC) development.
- British Values and citizenship education.
- Careers education and preparation for adulthood.
- Mental health and emotional wellbeing.

- Outdoor learning and Farm School experiences.
- Community participation and social responsibility.
- Enrichment opportunities and educational visits.
- Leadership, pupil voice and opportunities to contribute to school life.
- Digital literacy, online safety and responsible use of technology.

The school uses the Jigsaw PSHE programme to provide a structured and progressive framework for teaching personal development from Key Stage 1 to Key Stage 4. Jigsaw supports pupils in developing self-awareness, emotional literacy, resilience, healthy relationships, wellbeing and decision-making skills, while ensuring statutory Relationships Education, RSE and Health Education requirements are met in an age-appropriate manner.

Personal development opportunities are embedded throughout the wider curriculum, enabling pupils to explore issues such as identity, diversity, equality, inclusion, citizenship, personal responsibility and life beyond school. Through the school's CARE values of Community, Aspiration, Resilience and Empathy, pupils are encouraged to develop positive relationships, respect for others and an understanding of their role within society.

Safeguarding is woven throughout the curriculum and pupils are taught how to recognise risk, seek support and make safe choices. Key safeguarding themes include:

- Online safety and responsible use of technology.
- Artificial Intelligence (AI) awareness, ethics and responsible digital citizenship.
- Healthy and respectful relationships.
- Consent, personal boundaries and privacy.
- Child exploitation, criminal exploitation and county lines awareness.
- Substance misuse and risk-taking behaviours.
- Mental health awareness and emotional wellbeing.
- Bullying, discrimination and prejudice.
- Personal safety within the community.
- Risk management and decision-making.

Digital literacy education supports pupils to safely navigate an increasingly technological world. Pupils are taught to understand the benefits, limitations and risks associated with emerging technologies, including Artificial Intelligence (AI). Learning includes critical thinking, evaluating online information, recognising misinformation, maintaining digital safety and understanding the ethical use of technology both within education and the wider world.

Preparation for adulthood forms a key component of personal development, with pupils progressively developing the knowledge, skills and confidence required for future independence. This is supported through careers education, employability programmes, Life Skills Passports, enterprise opportunities and curriculum experiences linked to the wider world.

The school recognises the importance of physical health, personal safety and lifelong wellbeing. Pupils in Key Stage 2 and Key Stage 3 participate in weekly swimming lessons, enabling them to develop water confidence, swimming competence and an understanding of water safety. Through this programme pupils learn essential life-saving knowledge, risk awareness and safe behaviours around water, contributing to both personal development and preparation for independent living.

As pupils progress into Key Stages 3 and 4, they are provided with opportunities to access vocational learning pathways and accreditation that support future aspirations and employment opportunities. Vocational pathways may include:

- Animal Care.
- Construction.
- Hospitality and Catering.
- Health and Social Care.
- Digital Media.

These pathways enable pupils to develop practical knowledge, technical skills and workplace behaviours while exploring potential career interests and future progression routes. Combined with careers education, employer engagement, work-related learning and preparation for adulthood activities, these experiences support pupils in making informed decisions about their next steps and successfully transitioning into further education, training, employment and adult life.
Through its holistic approach to personal development, Bridge House aims to ensure that every pupil leaves school as a confident, resilient and well-rounded young person, equipped with the knowledge, skills, values and experiences needed to thrive within their communities and beyond.

9. Careers Education and Preparation for Adulthood

Bridge House Independent School is committed to providing a high-quality, progressive and inclusive programme of Careers Education, Information, Advice and Guidance (CEIAG) that prepares pupils for successful adult lives. Careers education is viewed as an integral part of the curriculum and is embedded across all key stages, ensuring pupils develop the knowledge, skills, confidence and aspirations needed to make informed decisions about their future.
The curriculum prepares pupils for the opportunities, responsibilities and experiences of adult life through a structured programme of life skills, careers education, enrichment and community engagement. Pupils develop increasing independence, resilience and confidence to participate successfully in society and future employment.
Careers education forms a significant element of the school's response to the Independent School Standards requirement to prepare pupils for adult life. Pupils are supported to explore future pathways and make informed decisions regarding education, employment and training.

The careers programme is aligned with the Gatsby Benchmarks of Good Career Guidance and is designed to support pupils from Key Stage 1 through to Key Stage 4 in understanding themselves, exploring opportunities and preparing for future education, training and employment pathways. Careers education is not viewed as a standalone provision but as a continuous journey that develops progressively alongside pupils' academic, social and personal development.
At Bridge House, preparation for adulthood is embedded across the curriculum through the three core strands of:

- Academic Achievement.
- Enrichment and Personal Development.
- Life Skills and Preparation for Adulthood.

The school recognises that successful outcomes for pupils extend beyond qualifications and include the development of independence, employability, resilience, self-awareness and the confidence to engage positively with society.
Careers learning is introduced in an age-appropriate way from Key Stage 1, where pupils begin to develop an awareness of themselves, their strengths and the different roles people play within their communities. As pupils progress through the school, careers education becomes increasingly focused on aspirations, employability skills, future pathways and labour market opportunities.
The careers programme includes:

- Curriculum-linked careers learning across all subject areas.
- Use of the Xello careers platform to support career exploration, goal setting and pathway planning.
- Employer encounters and workplace insight opportunities.
- Educational visits linked to careers and future pathways.
- Encounters with further education, apprenticeship and training providers.
- Independent and impartial careers guidance.

- Enterprise and entrepreneurship activities.
- Work-related learning opportunities.
- Labour Market Information (LMI).
- Careers-focused CARE Days and enrichment events.
- Vocational learning experiences linked to local employment sectors.

The school uses Xello as its whole-school careers platform. Through Xello, pupils explore careers aligned to their strengths, interests and aspirations, investigate labour market trends, research qualification pathways and develop personalised career action plans. As pupils progress through the school, they build a record of achievements, experiences and future goals, supporting informed decision-making and effective transition planning.

Careers education is closely linked to the school's preparation for adulthood agenda. Through the curriculum and Life Skills Passports, pupils develop:

- Communication and interpersonal skills.
- Teamwork and collaboration.
- Problem-solving and decision-making.
- Independence and self-management.
- Organisation and responsibility.
- Financial awareness.
- Resilience and adaptability.
- Workplace behaviours and employability skills.

The school's rural location and outdoor learning provision provide additional opportunities for meaningful vocational learning experiences. Through Farm School, outdoor education, enterprise activities and practical learning opportunities, pupils develop transferable skills that support future employment and adult life.

As pupils move into Key Stages 3 and 4, opportunities are provided to explore vocational pathways and industry sectors through programmes such as:

- Animal Care.
- Construction.
- Hospitality and Catering.
- Health and Social Care.
- Digital Media.

These pathways help pupils develop practical skills, industry awareness and an understanding of the qualifications and experiences required within different employment sectors.

Independent careers guidance forms a key component of the programme. All pupils in Key Stage 4 are offered individual careers guidance interviews, with additional support provided where appropriate. Guidance supports pupils to explore academic, vocational, technical and apprenticeship pathways while developing realistic and ambitious plans for their future.

The school also provides regular access to Labour Market Information, helping pupils understand:

- Local and regional employment opportunities.
- Growth industries and emerging sectors.
- Skills shortages and workforce demand.
- Further education and apprenticeship opportunities.
- Career progression routes and earning potential.

Particular emphasis is placed on supporting positive destination outcomes. Pupils are encouraged to develop ambitious aspirations while gaining an understanding of the pathways, qualifications and experiences required to achieve their goals.

Careers provision is personalised to reflect pupils' EHCP outcomes, strengths, interests and future ambitions. The programme is monitored through pupil participation, destination data, employer engagement, careers guidance outcomes and engagement with the Xello platform. This ensures

that careers education remains relevant, aspirational and responsive to both pupil need and local labour market opportunities.
Through a combination of careers education, vocational learning, employer engagement, independent guidance, practical experiences and preparation for adulthood opportunities, Bridge House aims to ensure that every pupil leaves school with the qualifications, skills, confidence and aspirations needed to progress successfully into further education, training, employment and adult life.

10. Curriculum Leadership, Monitoring and Stakeholder Engagement

Bridge House Independent School is committed to ensuring that high-quality teaching underpins the successful implementation of the curriculum. Professional development is prioritised across the school to ensure that teaching remains evidence-informed, responsive to pupil need and aligned with the school's curriculum vision. Leaders monitor curriculum effectiveness to ensure continued compliance with the Independent School Standards and evaluate whether pupils make appropriate academic, personal and preparation for adulthood progress from their starting points.

The school uses StepLab as its instructional coaching platform to support continuous professional development and strengthen the quality of teaching and learning. Through regular coaching cycles, targeted feedback and deliberate practice, teachers are supported to refine their pedagogical knowledge, develop evidence-informed classroom strategies and secure improved outcomes for pupils. Coaching priorities are aligned with curriculum development, quality of education priorities and whole-school improvement objectives, ensuring consistency and high expectations across all key stages.
Curriculum Monitoring and Quality Assurance
Curriculum quality is monitored through a robust cycle of review and evaluation to ensure that pupils experience engaging, effective and ambitious learning opportunities throughout their educational journey.
Monitoring activities include:

- Learning walks.
- Lesson observations.
- Work scrutiny and book reviews.
- Curriculum and planning reviews.
- Assessment and progress analysis.
- Reading, vocabulary and disciplinary literacy monitoring.
- Pupil voice activities.
- Parent and carer feedback.
- Faculty and subject reviews.
- StepLab coaching reviews and professional development monitoring.
- Leadership reviews and monitoring visits.
- External quality assurance activities where appropriate.

Information gathered through monitoring activities is used to identify strengths, celebrate effective practice, inform professional development and drive continuous improvement across the curriculum. Findings contribute to faculty development planning, school improvement priorities and the ongoing refinement of curriculum provision to ensure positive outcomes for all pupils.
Pupil Leadership and Student Voice
Pupil voice is a central component of curriculum development and school improvement. Pupils are encouraged to contribute actively to decision-making, provide feedback and participate in leadership opportunities that strengthen their sense of belonging, responsibility and community engagement.
Pupil leadership opportunities include:

- The CARE Council, which acts as the school's student council and provides pupils with opportunities to influence school development, curriculum enrichment and wider school life.
- The Eco Committee, which promotes environmental awareness, sustainability initiatives and community responsibility.
- Participation in projects that support the school's commitment to achieving and maintaining the Green Flag Award.
- Involvement in conservation, environmental stewardship and outdoor learning projects linked to the John Muir Award.
- Participation in the Duke of Edinburgh Award, enabling pupils to develop skills in volunteering, physical activity, leadership, teamwork, expedition work and personal challenge.
- Leadership opportunities within enrichment activities, community projects and whole-school events.

These opportunities help pupils develop confidence, communication, leadership, resilience, teamwork and social responsibility while contributing positively to the school and wider community. They also support the development of the school's CARE values of Community, Aspiration, Resilience and Empathy.

Stakeholder Engagement

Bridge House recognises that effective curriculum development is strengthened through meaningful collaboration with pupils, families, professionals and community partners.

Parents, carers and external professionals contribute to curriculum planning, delivery and review through:

- EHCP reviews.
- Annual Review meetings.
- Person-centred planning processes.
- Parent consultation evenings.
- Parent and carer questionnaires and feedback.
- Multi-agency meetings.
- Careers and preparation for adulthood reviews.
- Curriculum consultation and development activities.

The school also works closely with employers, training providers, colleges, therapeutic services, community organisations and local partners to ensure that curriculum provision remains relevant, aspirational and reflective of pupils' future pathways and destinations.

Leadership Oversight and Continuous Improvement

Strategic oversight of the curriculum remains the responsibility of the Headteacher and Senior Leadership Team. Senior Leaders regularly evaluate curriculum implementation, quality of education, pupil outcomes, personal development and preparation for adulthood to ensure the curriculum continues to meet the needs of all learners and remains aligned with the school's vision and values.

Curriculum evaluation is informed by:

- Academic attainment and progress data.
- EHCP outcomes and annual review information.
- Reading, literacy and communication outcomes.
- Personal development measures.
- Life Skills Passport achievements.
- Attendance, behaviour and engagement data.
- Careers and destination outcomes.
- Pupil voice.
- Parent and stakeholder feedback.

- School improvement priorities.

Findings from monitoring, coaching, quality assurance activities and stakeholder engagement are used to inform curriculum development, faculty improvement planning and whole-school strategic priorities. This cyclical approach ensures that the Bridge House curriculum remains ambitious, engaging, inclusive and responsive, enabling all pupils to achieve positive outcomes and prepare successfully for further education, training, employment and adult life.

11. Implementation and Responsibilities

The successful implementation of the Bridge House curriculum is a shared responsibility across all staff and is supported through a culture of high expectations, collaboration and continuous improvement.

The Headteacher retains overall responsibility for ensuring that the curriculum is effectively implemented, appropriately resourced and aligned with the school's vision, values and strategic priorities.

The Senior Leadership Team provides strategic oversight of curriculum delivery and ensures that teaching, assessment, personal development, careers education and preparation for adulthood are implemented consistently across the school.

Faculty Leaders and Subject Coordinators are responsible for supporting curriculum implementation within their areas, monitoring standards, promoting high-quality teaching and ensuring that learning is sequenced effectively to support progression across all key stages.

Teachers are responsible for delivering the curriculum through high-quality adaptive teaching that meets the needs of all learners. They ensure that reading, literacy, personal development, careers education and preparation for adulthood are embedded within learning opportunities and that pupils are supported to make meaningful progress from their individual starting points.

Support staff, pastoral teams and therapists contribute to curriculum delivery by helping pupils overcome barriers to learning, supporting emotional regulation, promoting engagement and facilitating access to learning. This collaborative approach ensures that pupils receive a curriculum that is both ambitious and accessible.

All staff contribute to the development of pupils' academic achievement, personal development and life skills, ensuring that the school's CARE values of Community, Aspiration, Resilience and Empathy are promoted consistently throughout the curriculum and wider school life.

12. Independent School Standards Compliance

Bridge House School is committed to ensuring that its curriculum fully complies with the Independent School Standards.

Through a broad, balanced and ambitious curriculum, the school provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education as required by Part 1 of the Standards.

The curriculum promotes pupils' spiritual, moral, social and cultural development and actively promotes British Values in accordance with Part 2 of the Standards.

Through academic learning, life skills education, enrichment opportunities, careers guidance and preparation for adulthood programmes, pupils are prepared for the opportunities, responsibilities and experiences of life in modern Britain.

School leaders and governors regularly review curriculum provision to ensure ongoing compliance with the Independent School Standards and to evaluate the effectiveness of curriculum implementation and impact.

Independent School Standard, Requirement, How Bridge House Meets the Standard

Part 1 - Quality of Education (2(1)(a)), Provides full-time supervised education for pupils of compulsory school age., Bridge House provides a structured, full-time curriculum that is

personalised to meet individual needs whilst maintaining high aspirations and expectations for all learners.

Part 1 - Quality of Education (2(2)(a)), Covers linguistic, mathematical, scientific, technological, human and social, physical and aesthetic/creative education., The curriculum includes English, Mathematics, Science, Computing, Humanities, PSHE, Physical Education, Expressive Arts, Enrichment and Life Skills, ensuring all required areas of learning are represented.

Part 1 - Quality of Education (2(2)(b)), Gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education., Curriculum planning ensures breadth and balance across all phases whilst maintaining progression and appropriate challenge.

Part 1 - Quality of Education (2(2)(d)), Enables pupils to acquire speaking, listening, literacy and numeracy skills., Literacy and numeracy are prioritised throughout the curriculum. Reading interventions, phonics, communication development and mathematical fluency support progress from individual starting points.

Part 1 - Quality of Education (2(2)(e)), Supports personal, social and health education and preparation for adulthood., Personal Development, PSHE, Careers, Life Skills, Enrichment and therapeutic provision develop independence, wellbeing and readiness for adult life.

Part 1 - Quality of Education (2(2)(f)), Prepares pupils for opportunities, responsibilities and experiences of later life., Preparation for Adulthood is embedded through Life Skills Passports, employability experiences, community participation, careers education and independent living opportunities.

Part 2 - SMSC Development (5(a)), Promotes spiritual, moral, social and cultural development., SMSC is embedded across curriculum subjects, assemblies, enrichment opportunities, community engagement and personal development activities.

Part 2 - SMSC Development (5(b)), Promotes respect for democracy and support for participation in democratic processes., Pupils contribute through student voice activities, school council opportunities and collaborative decision-making.

Part 2 - SMSC Development (5(c)), Encourages respect for the law and public institutions., British Values, citizenship education, restorative practice and community engagement develop understanding of rules, responsibilities and society.

Part 2 - SMSC Development (5(d)), Encourages individual responsibility and respect for others., The CARE values of Community, Aspiration, Resilience and Empathy underpin all curriculum experiences and interactions.

Part 2 - SMSC Development (5(e)), Promotes tolerance and harmony between different groups., Equality, diversity and inclusion are explicitly promoted through curriculum content, cultural experiences and school-wide activities.

Part 8 - Leadership and Management (34), Leaders actively promote pupil wellbeing and ensure compliance with standards., Curriculum leaders and governors review implementation, impact, pupil outcomes, personal development and preparation for adulthood measures through quality assurance processes.

13. Review and Evaluation

The Headteacher retains overall responsibility for the quality of education and the effectiveness of the curriculum at Bridge House Independent School. Working in partnership with the Senior Leadership Team, the Headteacher ensures that the curriculum remains ambitious, broad, balanced and responsive to the needs of pupils with SEMH needs, whilst meeting the requirements of the Independent School Standards (ISS), EHCP outcomes and the expectations set out within the ACS 31 Curriculum Policy.

The Senior Leadership Team provides strategic oversight of curriculum design, implementation, assessment and improvement. Leaders are responsible for ensuring that the curriculum reflects the school's vision, CARE values and commitment to delivering equal emphasis on Academic

Achievement, Enrichment and Personal Development, and Life Skills and Preparation for Adulthood. Through regular monitoring and evaluation, leaders ensure that pupils access a curriculum that prepares them successfully for the next stage of education, training, employment and adult life.

Faculty Leaders play a key role in monitoring curriculum implementation within their areas of responsibility. They evaluate the quality of teaching and learning, monitor pupil engagement and progress, review curriculum effectiveness and contribute to school improvement planning.

Findings from monitoring activities are reported to senior leaders and used to inform curriculum development, staff training and quality assurance processes.

The curriculum is reviewed through an ongoing cycle of evaluation and formally reviewed annually against:

- Independent School Standards (ISS).
- ACS 31 Curriculum Policy requirements.
- EHCP outcomes and annual review information.
- Academic attainment and progress data.
- Reading, literacy and communication outcomes.
- Personal development outcomes.
- Life Skills Passport achievements.
- Behaviour, attendance and engagement data.
- Careers, vocational and destination outcomes.
- Stakeholder feedback, including pupil voice and parent/carer feedback.
- School Improvement Plan priorities.
- Internal quality assurance activities and external review processes.

Leaders use a wide range of evidence to evaluate the impact of the curriculum, including assessment information, Arbor data, curriculum monitoring activities, StepLab coaching outcomes, learning walks, lesson observations, work scrutiny, stakeholder feedback and destination tracking. This information is analysed to identify strengths, address areas for development and ensure that curriculum provision continues to meet the evolving needs of pupils.

The outcomes of curriculum reviews inform faculty action plans, staff professional development priorities and whole-school improvement objectives. This continuous cycle of monitoring, reflection and development ensures that the Bridge House curriculum remains ambitious, engaging and relevant, enabling all pupils to make meaningful progress from their individual starting points and achieve positive long-term outcomes academically, socially and emotionally.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions