



The Pathway to Independence Curriculum Policy

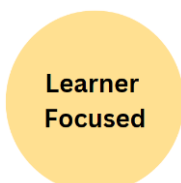
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Through our curriculum we intend to:



- Empower learners to reach their full potential through a curriculum designed to meet their needs now and in the future, improving outcomes through meaningful knowledge and skill acquisition.
- Inspire ambition with a broad, balanced, and evolving curriculum that promotes high expectations and provides purposeful, real-life experiences.
- Foster a lifelong love of learning by engaging learners in rich, motivating experiences that build cultural capital, positive attitudes, and the behaviour values needed to thrive beyond school.
- Set high aspirations and design learning journeys that build independence and equip learners with adaptive, transferable skills to navigate a complex, ever-changing world.



- Deliver a highly personalised approach that reflects each learner's unique needs, strengths, and aspirations, incorporating creativity, functional life skills, and experiential learning.
- Support holistic development by nurturing personal, physical, communication, language, literacy, and phonics skills, ensuring access to learning that suits individual abilities and interests.
- Use assessment and feedback to guide meaningful progress and inform next steps.
- Celebrate achievements in ways that promote growth, self-belief, and success.



- Actively involve learners, families, staff, and external professionals in shaping a curriculum that is inclusive, ambitious, and reflective of the school and wider community.
- Build strong partnerships with local schools, businesses, and organisations to create purposeful opportunities that encourage learners to be active, responsible citizens.



- Provide a responsive, forward-thinking curriculum that evolves with the world around us, enabling learners to engage with local, national, and global issues through real-world learning.
- Harness technology to enhance teaching and learning, fostering digital fluency, innovation, and adaptability.
- Offer work-related and enterprise opportunities that develop independence and responsibility, preparing learners for adulthood.

Curriculum & Assessment Overview Map

Phase	Early	Lower School		Upper School		6th Form
Key Stage	EYFS (Nursery & R)	KS1 (Yrs 1 & 2)	KS2 (Yrs 3 to 6)	KS3 (Yrs 7 & 8)	KS4 (Yrs 9 to 11)	KS5 (Yrs 12 & 14)
Curriculum Paths	Early Years Path Following the Early Years	Informal (Engagement)				
		Semi-Formal (Subject Specific)				
		Formal (Subject Specific)				
		National Standardised Test		Accreditation		
Curriculum Threads	Total Communication					
	Preparation for Adulthood Agenda					
	Careers Programme					
	SMSC (including British Values)					
	Outdoor Learning					
	SoSAFE!					
Assessment Streams Tracking of learner attainment & progress	Personalised Learning Goals (Linked to EHCP Outcomes)					
	Social, Emotional and Mental Health			Independent Living		
	Sensory and/or Physical needs			Communication & Social Interaction		
	Communication and Interaction			Learning & Work		
	Cognition and Learning			Being Healthy		
	All N to KS1 - B Squared Early Steps Assessment Framework					
	EYFS Profile (EYFSP)					
	Phonics Tracker Assessment					
	Teacher Assessment Frameworks Reception Baseline Assessment (RBA) End of Key Stage 1 Phonics Screening Test End of Pre-Key Stage 1 Standards					
	End of Year 2 B Squared baseline assessment to identify starting points to Informal, Semi-Formal or Formal Path.					
Informal Path KS2 to KS3 - B Squared Engagement Steps Assessment Framework (Steps 1 to 5) KS4 to KS5 - B Squared Steps for Life Assessment Framework (Steps 1 to 5)						
Semi-Formal Path KS2 to KS3 - B Squared Engagement Steps Assessment Framework (Steps 6) KS2 to KS3 - B Squared Progression Steps Assessment Framework (Steps 1 and 2) KS4 to KS5 - B Squared Steps for Life Assessment Framework (Steps 6 and Steps 7)						
Formal Path KS2 to KS3 - B Squared Progression Steps Assessment Framework (Steps 3+) KS4 to KS5 - B Squared Steps for Life Assessment Framework (Steps 7+)						
All Paths - Phonics Tracker Assessment						
Teacher Assessment Frameworks End of Pre-Key Stage 2 Standards						
Accreditation & Examinations NOCN Independent Living KS4 NOCN Using Employability Skills KS5 NOCN English Skills and Maths Skills Awards KS4 & KS5 Arts Award Bronze KS4 & KS5 Duke of Edinburgh Award KS5						



The Pathway to Independence Curriculum

The Pathways to Independence Curriculum is an ambitious, inclusive, and evolving curriculum designed to empower every learner to reach their full potential and prepare for a meaningful, independent life beyond school. Rooted in the principles of personalisation, adaptability, and high aspiration, it responds directly to the unique needs, strengths, and aspirations of our learners, ensuring they develop the skills, knowledge, and behaviours necessary to thrive in an ever-changing world.

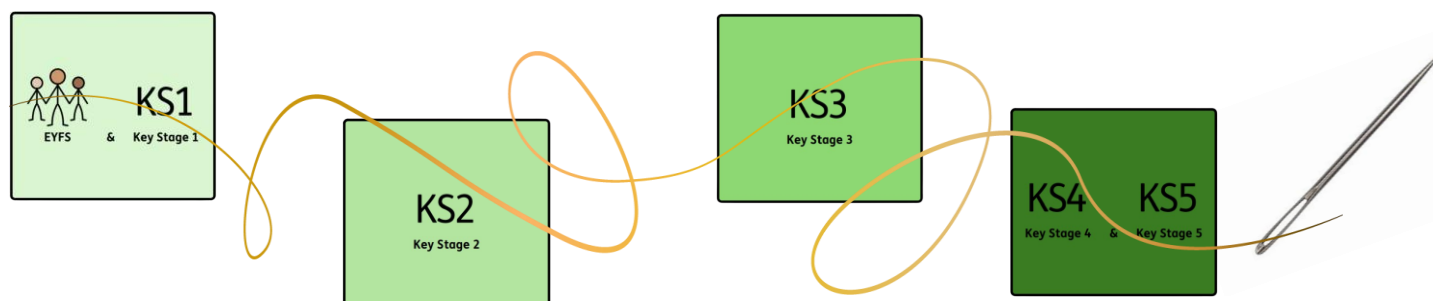
Through a highly individualised and structured approach, the curriculum promotes independence, effective communication, and functional life skills. These are underpinned by strong foundations in literacy, numeracy, and real-life, purposeful learning experiences. Our long-term curriculum programme ensures breadth and balance, while remaining responsive to change.

Learning is progressive, coherently sequenced, and underpinned by robust assessment, including EHCP outcomes and Personalised Learning Goals. This enables learners to build and retain skills and knowledge over time, progressing smoothly and purposefully through a well-planned, meaningful learning journey.

The curriculum is informed by the Preparation for Adulthood framework and enriched by a comprehensive Careers Programme. Communication is central to our approach, supported by a Total Communication framework that ensures every learner can express themselves and be heard.

Whether learners follow an informal, semi-formal, or formal pathway—engaging in non-subject-specific or subject-specific learning—our curriculum is aligned to the National Curriculum where appropriate and thoughtfully adapted to each learner’s developmental stage, interests, and needs.

The Pathways to Independence Curriculum is more than a model for academic learning; it is a holistic, dynamic, and future-focused offer that nurtures self-awareness, confidence, responsibility, and independence. It prepares learners not only for their next educational steps but for life.



Key Stage Descriptions

Early Years Foundation Stage

At Cann Bridge we offer an inclusive and aspirational EYFS curriculum that provides high-quality learner-focused teaching, preparing children for the next stage in education.

Guided by the four EYFS principles and promoting the Characteristics of Effective Learning, our curriculum acknowledges and builds upon children's own experiences and individual needs. We combine interest-led and themed teaching approaches to enhance their knowledge and skills development.

Our curriculum covers all seven areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

The curriculum places particular focus on the prime areas: Communication and Language, Physical Development, and Personal, Social and Emotional Development. Communication skills and vocabulary development are woven into all aspects of our teaching, alongside nurturing personal, social, and emotional growth. Our priority is to foster children's communication abilities and independence, ensuring they leave the early years provision as confident, communicative, and independent learners and prepared for Key Stage 1.

We provide children with a nurturing and stimulating environment that fosters key relationships and supports a positive transition from home and nursery to full time schooling. Collaborating closely with families and multi-agency professionals, we ensure children receive the necessary support to succeed and reach their full potential.

[See: Early Years Foundation Stage \(EYFS\) Policy and Early Years Curriculum Overview](#)



Key Stage 1

The Key Stage 1 curriculum builds on the strong foundations established within the Early Years department. Continuing our use of the continuous provision model, we ensure that learning is ongoing and closely aligned with our long-term curriculum planning. Learning spaces are consistent, well-resourced, clearly defined or enclosed, and designed to offer a wide range of experiences. These spaces promote engagement, independence, collaboration, self-confidence, resilience, and curiosity, while also being adaptable to reflect and reinforce specific planned knowledge and skills.

Our continuous provision includes areas such as a welcoming and comfortable reading corner, role play and small world play zones, messy play, a construction area, and designated spaces to support both gross and fine motor development. A loose parts play area invites learners to engage in exploratory, imaginative play using everyday items rather than fixed toys, encouraging creativity and curiosity.

At Key Stage 1, adult-directed learning introduces semi-formal and formal learners to key concepts and essential knowledge, preparing them for more structured, subject-based learning as they become developmentally ready. This is delivered through short, focused sessions in subjects including English, Phonics, Maths, PSHE, Humanities, Science, Art, Music, and PE.

Our informal learners are observed and assessed using the Engagement Model, while all learners continue to be assessed using the B² Early Steps framework.

We are committed to developing learners' independence and self-help skills, using techniques such as backward chaining and breaking down long-term EHCP outcomes into personalised, achievable targets. These are captured in each learner's Personalised Learning Goals. Learners are encouraged to freely explore a range of motivating and engaging learning opportunities, carefully facilitated by staff who are attuned to the intended learning outcomes and each learner's next steps.

Taught knowledge is applied through both play-based and real-life contexts, ensuring that learning is flexible, transferable, and deeply embedded.

See: Key Stage 1 Long Term Programme



Key Stage 2

At Key Stage 2, our curriculum is designed to provide exciting, purposeful, and meaningful learning opportunities that allow learners to consolidate and deepen their understanding, building on the foundations established in Key Stage 1.

We offer the full breadth of the National Curriculum to ensure a broad and balanced educational experience. Subjects taught include English, Maths, PSHE, PE, Phonics, Humanities (History and Geography), Art, Design & Technology, Science, Computing, Music, and Religious Education (RE). These subjects are delivered through discrete sessions and adapted to meet the individual needs and interests of each learner—whether they follow an informal, semi-formal, or formal learning pathway.

For our informal learners, teaching and learning are driven by subject-specific content presented in a multi-sensory way, with progress assessed using the five areas of the Engagement Model: Exploration, Realisation, Anticipation, Persistence, and Initiation.

Our Key Stage 2 curriculum is also designed to ignite curiosity and broaden learners' interests, laying a strong foundation for their transition into Key Stage 3. We promote active engagement, independence, and confidence, equipping learners with the tools to express themselves and make their voices heard. Through this approach, we aim to prepare every learner for the challenges and opportunities that lie ahead.

[See: Key Stage 2 Long Term Programme](#)



Key Stage 3

At Key Stage 3, we build on the foundations laid in Key Stage 2 by offering a curriculum that broadens learners' skills, knowledge, and experiences. Our aim is to support each learner in developing greater independence, confidence, and self-esteem, while equipping them with the tools to make informed decisions about their learning and future.

English, Maths, PSHE, and PE remain core subjects, ensuring continuity and progression as learners begin to apply their skills in preparation for Key Stage 4. These subjects are taught in ways that are meaningful and relevant, adapted to meet the diverse needs of our informal, semi-formal, and formal learners.

There is an increased focus on PSHE in Key Stage 3, with learners engaging in key areas such as relationships and sex education, health and wellbeing, and living in the wider world. We also expand learners' understanding of online safety, financial literacy, and careers education, embedding this knowledge within real-life contexts to enhance relevance and application.

We place a strong emphasis on developing learners as effective communicators, with opportunities woven throughout the curriculum to support expressive, receptive, and functional communication skills. Digital literacy is also a key priority, with learners encouraged to explore and use technology in innovative and purposeful ways to support their learning and independence.

Throughout Key Stage 3, we nurture critical thinking, collaboration, and problem-solving through group work, thematic projects, and cross-curricular activities. Our ultimate goal is to foster a love of learning and provide all learners with the knowledge, confidence, and skills they need to thrive in the next stage of their education and in life.

See: Key Stage 3 Long Term Programme



Key Stage 4

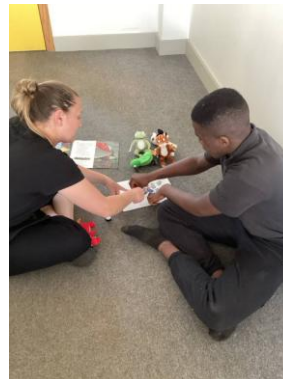
At Key Stage 4, we continue to deliver a personalised and enriching curriculum that empowers learners to apply the skills and knowledge they have acquired throughout their education. Our focus is firmly on preparing each learner for their best possible future. From Year 9 onwards, Personalised Learning Goals are structured around the four key areas of the Preparing for Adulthood agenda: Education & Employment, Independent Living, Community Inclusion, and Good Health.

Core curriculum subjects—Maths, English, PSHE, and Digital Skills—are taught through practical, real-life experiences. This approach enables learners to apply previously acquired knowledge in meaningful contexts. We actively encourage learners to develop their decision-making skills by assessing risks, drawing on their personal experiences, prior learning, and individual preferences, while understanding the impact of their choices on themselves and others.

Our semi-formal and formal learners work towards the NOCN Independent Living qualification and the Arts Award, providing further opportunities to develop and showcase their growing skillsets. In addition, formal learners work towards NOCN English and Maths Skills Awards. We work closely with the CSW Group to ensure learners and their families receive tailored guidance and support in making informed decisions about post-16 options.

Beyond the classroom, we offer a range of personal development opportunities, including the Ten Tors Jubilee Challenge, work-related learning, enterprise activities, and access to local leisure facilities. These experiences enrich the curriculum and help learners build the skills and confidence they need to thrive in adult life.

See: [14 to 19 Curriculum Policy and Key Stage 4 Long Term Programme](#)



Key Stage 5

At Key Stage 5, we continue to prioritise personalised learning to ensure that every learner is well-prepared for their next steps in education, employment, training, and adult life. Learners are supported to apply their acquired skills and knowledge in practical, real-life contexts as they prepare for aspirational and meaningful transitions. Individual learning programmes are tailored to reflect each learner's needs, interests, and ambitions, ensuring the best possible outcomes.

Personal development remains a central focus. We recognise the importance of building learners' confidence, self-esteem, resilience, communication, critical thinking, and problem-solving skills in preparation for adult responsibilities. Our curriculum provides age-appropriate, purposeful, and meaningful experiences that support the development of these essential life skills.

Learners are given regular opportunities to access the local community, where they develop key skills such as travel training, road safety, and navigating public services. These experiences support the development of independence and enable learners to transfer skills to a variety of contexts.

Work-related learning is a key component of our Key Stage 5 offer. Learners on the semi-formal and formal pathway work towards qualifications including: NOCN Using Employability Skills qualification and Explore Arts Award. All students continue working towards English and Maths, those on the formal pathway also work towards NOCN English and Maths Skills Awards qualifications.

In addition, we actively encourage participation in the Duke of Edinburgh's Award, which offers students a wide range of opportunities to develop leadership, teamwork, and resilience—valuable skills that support their ongoing personal development and future aspirations.

See: 14 to 19 Curriculum Policy and Key Stage 5 Long Term Programme



Curriculum Paths

Early Years Path - Learners in Early Years follow the Early Years Curriculum which is underpinned by Early Years Foundation Stage (EYFS) statutory framework. This is a developmental curriculum and plays a diagnostic role in determining the assessment pathway from Key Stage 2. Assessment is carried out using B Square Early Steps.

[See: Early Years Foundation Stage \(EYFS\) Policy & Early Years Curriculum Overview](#)

Our curriculum acknowledges the fact that every learner is unique. By providing three different learning paths, the curriculum can be tailored to meet the specific needs of each learner, which can help them to achieve their full potential. Assessment and monitoring are also crucial in ensuring that learners are on the most appropriate pathway, as this can help to identify any areas where they may need additional support or challenge.

Informal Path - The Informal Path is specifically designed for learners working below the standards of the National Curriculum and who are not yet engaging in subject-specific learning. This highly personalised and bespoke approach is guided by our long-term curriculum programme but is adapted to meet each learner's unique needs, strengths, and interests. The focus is on the earliest stages of development, delivered through multi-sensory, play-based, and movement-rich learning experiences. At the heart of the Informal Path is the Engagement Model, which assesses progress across five key areas: Initiation, Persistence, Anticipation, Realisation, and Exploration. These areas shape planning and delivery to ensure learning remains purposeful and engaging. Progress is tracked using the B Squared Engagement Steps (Steps 1–5) from Year 3 to Year 8, before transitioning to Steps 4 Life (Steps 1–5) in Key Stages 4 and 5. Learners often access some learning opportunities alongside their semi-formal peers, promoting social interaction and shared experiences. However, their individual timetables are tailored and may include therapeutic interventions and specialist support to address sensory, physical, and communication needs.

Semi-Formal Path - The Semi-Formal Path is designed for learners who are beginning to engage in subject-specific learning, but who are still working below the expectations of the National Curriculum. This pathway offers a broad and balanced curriculum that incorporates multi-sensory approaches, with a strong emphasis on engagement, communication, and independence. Teaching is delivered in short, structured sessions to maintain attention and support skills and knowledge retention following the long-term curriculum programme. Lessons are carefully paced, with learning broken into manageable steps. While following a class-based timetable, learners also access individualised interventions and targeted support. Some learners may continue to benefit from joint learning opportunities with informal or formal peers, based on need and development. Assessment within this path uses a blended model as learners may work across B Squared Engagement Steps (Step 6) and Progression Steps (Steps 1–2), reflecting their spiky profiles and varied developmental stages. From Key Stage 4, learners access nationally recognised qualifications, and assessment moves to the Skills for Life framework (Steps 5–7). Personal development remains central, with key stage descriptors and a wide range of enrichment activities supporting learners to explore personal interests and develop functional, transferable skills.

Formal Path - The Formal Path is aligned with the National Curriculum and is appropriate for learners who are able to access a more structured, subject-specific curriculum (although working below the standards of the National Curriculum). Learners on this path benefit from a rich and varied educational experience, taught in discrete subject areas by staff who adapt content to meet individual needs. Learners follow a whole-class timetable, with personalised adjustments made for therapeutic programmes, interventions, or specialist support as required. The curriculum is guided by the school's long-term curriculum programme, which ensures clear progression of knowledge and skills across all subjects. Assessment is carried out using the B Squared Progression Steps (Steps 3+). From Key Stage 4 onwards, learners work towards nationally recognised qualifications, with progress assessed through the Skills for Life framework (Steps 7+). This path is enriched with personal development opportunities, enabling learners to build independence, self-awareness, and a strong sense of identity, while preparing them for post-16 pathways and life beyond school.

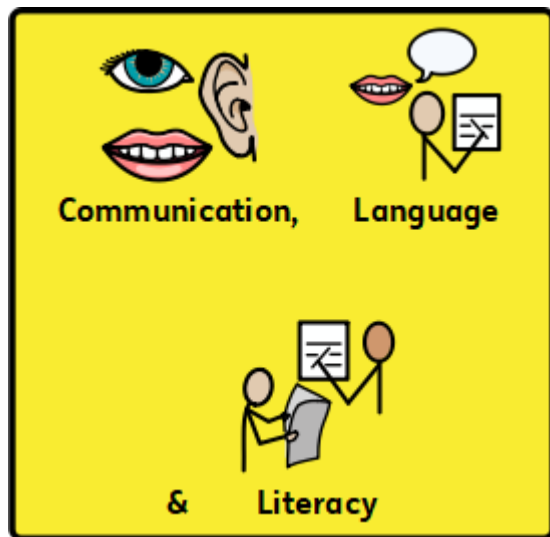
Pathway	Focus	Assessment Framework	Subject-Specific Learning	Curriculum Style	Qualification Pathway
Informal	Early developmental skills, sensory learning, communication	Engagement Steps (1–5), Steps 4 Life (1–5)	Not yet	Individualised, multi-sensory	None; personalised goals
Semi-Formal	Emerging subject-specific learning, functional skills	Engagement Step 6, Progression Steps (1–2), Skills 4 Life (5–7)	Emerging	Class-based + personalised	Nationally recognised (KS4/5)
Formal	National Curriculum content, academic and functional development	Progression Steps (3+), Skills 4 Life (7+), Personalised Learning Goals	Secure	Structured, subject-based	Nationally recognised (KS4/5)

We are highly aspirational for all of our learners and are committed to ensuring that they achieve their full potential. To this end, we regularly monitor and review the learning pathways of our learners to ensure that they are making maximum progress and are equipped with the skills and knowledge they need to excel. By providing a supportive and engaging learning environment, and by tailoring our teaching methods to suit the individual needs of each learner, we strive to empower our learners to be the best that they can be.



Curriculum Teams

Curriculum teams consist of teachers who are responsible for designing, implementing, and overseeing various subject areas. Each team is led by a middle leader known as the Curriculum Team Lead. Their purpose is to ensure a cohesive and comprehensive curriculum that meets educational standards and addresses the diverse needs of learners. This involves coordinating resources, developing effective teaching and learning strategies, and evaluating the impact on pupil outcomes to continually enhance the quality of education.



The Communication, Language and Literacy Team are committed to enhancing learners' communication skills, language development, and literacy abilities through a comprehensive and personalised approach. We oversee the implementation and impact of several key policies, including English, Reading, Writing, Total Communication, and Reading at Home. Additionally, we coordinate special events such as World Book Day, which inspire a love for books and storytelling. Our team collaborates closely with teachers, families, and specialists to create an inclusive and supportive environment where every learner can thrive. By integrating innovative teaching strategies and evidence-based practices, we strive to cultivate a love for language and literacy that will empower our learners throughout their educational journey and beyond.

See: English, Reading, Writing, Total Communication, Reading at Home Policies

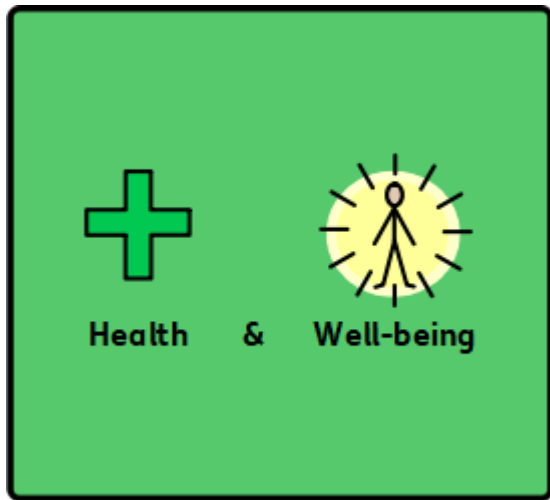


At Cann Bridge School, we have chosen Monster Phonics as our primary Systematic Synthetic Phonics (SSP) program. Monster Phonics is a fun and engaging program that teaches children to read using a systematic approach, utilising colours to simplify some of the reading challenges in the English language. The program is based on the latest research in literacy teaching and learning and is designed to help children develop their phonemic awareness, phonics skills, and reading fluency through a multisensory approach.

Our learners have different starting points, needs, interests, and learning styles. We understand that some learners may spend more time on certain areas of learning than their peers. To support this, we are proud to also utilise Twinkl Phonics as an additional SSP, along with carefully selected and sequenced books from other schemes. We have ensured these schemes and reading books complement Monster Phonics and follow the same progression. For those not ready to access Monster Phonics, our learners focus on developing the core skills and foundations, and when ready they access Monster Phonics.

Reading is a fundamental skill essential for success in life and a key developmental step toward independence. Our goal is for learners to develop a strong foundation in reading, and we are confident that Monster Phonics is the best program to help them achieve this. By using Monster Phonics along with our additional matched resources, our learners develop a love for reading and are equipped with the skills they need to become confident and competent readers.

See: Phonics Policy



The Health & Wellbeing Team is dedicated to fostering a positive and nurturing environment where learners can thrive both physically and emotionally. We oversee a range of programs and initiatives that support mental health, physical fitness, nutrition, and social-emotional learning through Personal, Social, Health, and Economic (PSHE) education, Relationships, Sex, and Health Education (RSHE), Physical Education, and Religious Education.

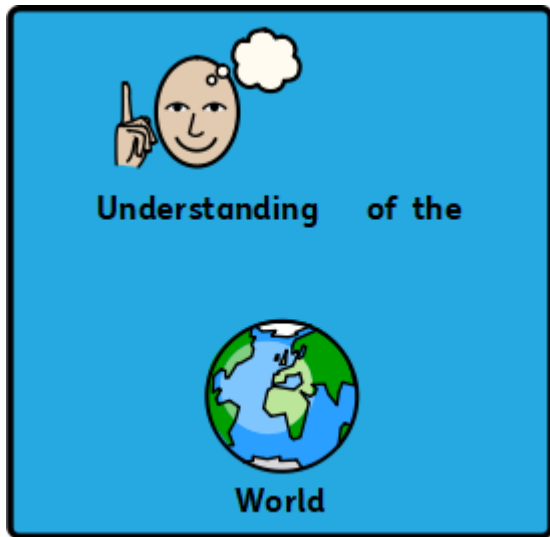
We are also proud to deliver the SoSAFE! program, which is designed to teach learners about personal safety and respectful relationships in an engaging and age-appropriate manner. Additionally, we coordinate special events such as Sports Day and Anti-Bullying Day, which further enrich our educational programs and promote a culture of inclusivity, respect, and well-being.

By promoting healthy lifestyle choices and providing access to essential resources, we aim to empower our learners to reach their full potential. Our team works closely with teachers, families, and the community to create a supportive network that prioritises the holistic well-being of every learner. Through workshops, activities, and personalised support, we are committed to equipping our learners with the skills and knowledge they need for lifelong health and happiness.

See: PSHE, RSHE, PE and RE Policies



We are dedicated to fostering the social and emotional development of our learners through the SoSAFE! program. SoSAFE! is an evidence-based, inclusive educational initiative designed specifically for learners with moderate and severe learning difficulties. This program teaches learners about social safety, including relationships, boundaries, and personal safety, in a manner that is both engaging and accessible. Utilising visual tools and clear social scripts, SoSAFE! supports learners in understanding how to interact safely and respectfully with others. By implementing SoSAFE!, we equip our learners with essential skills to build positive relationships and confidently navigate social situations, thereby enhancing their well-being and success both in and out of school.



The Understanding of the World Team is dedicated to helping learners explore and engage with the world around them through a broad and dynamic curriculum. We oversee subjects such as Maths, Science, Geography, History, and Computing (Digital Skills), providing learners with hands-on experiences and inquiry-based learning opportunities. By fostering curiosity and critical thinking, we aim to develop a deeper awareness of diverse cultures, environments, and historical contexts. Our team coordinates special events such as Internet Safety Day and Gardening Day to enrich the learning experience. We work closely with teachers, families, and the community to create meaningful and relevant educational opportunities that empower learners to make connections and become informed global citizens.

See: Maths, Science, Geography, History, Computing Policies



The Creativity and the Arts Team is dedicated to nurturing the artistic talents and imaginative potential of every learner. We oversee a vibrant range of programs in the arts, including Art & Design, Music, and Design & Technology, as well as Outdoor Learning, which enhances teaching and learning across the school. Our goal is to inspire creativity and self-expression through engaging, hands-on experiences that allow learners to explore their artistic interests and develop their unique talents.

In addition to delivering a diverse curriculum, we coordinate exciting events such as Outdoor Classroom Day, art exhibitions, and both winter and summer performances. These events provide learners with opportunities to showcase their work and build confidence. By fostering a supportive environment that values artistic exploration and innovation, we aim to enrich our learners' educational journey and encourage a lifelong appreciation for both the arts and the outdoors. Our team collaborates closely with teachers, families, and the community to create memorable and impactful learning experiences that celebrate the creative spirit of every learner.

See: Art & Design, Music, Design & Technology Policies, Outdoor Learning Framework

Curriculum Threads

Curriculum threads are overarching themes that weave through and connect various parts of a curriculum. They act as continuous, integrated elements, unifying different subjects, skills, and topics into a cohesive educational experience for all learners.

Total Communication

At Cann Bridge School, we believe that Total Communication is a fundamental aspect of supporting our learners in developing and enhancing their communication skills. Total Communication is an approach that recognises that communication is not limited to speech alone, and we use a range of different methods and techniques to facilitate communication with individuals who have varying degrees of communication difficulties. These methods include but are not limited to speech, sign language, gestures, pictures, symbols, objects, and technology.



The aim of Total Communication is to provide a flexible and inclusive approach to communication that can be adapted to suit the needs and abilities of each individual learner. By using a range of communication methods, we can help learners to better understand and express themselves effectively, ensuring they can communicate with their peers, teachers, and wider community.

We understand that effective communication is critical to personal and social development, and that each learner is unique in their communication needs. As such, our approach is personalized and tailored to each individual learner's needs, enabling them to develop their communication skills at their own pace and in a way that works best for them.

[See: Total Communication Policy](#)

Careers Programme

At Cann Bridge School, we recognise that we have a critical role in preparing our learners for their transitions to the next stage of their education, training, or employment. Our Careers Programme is designed to take into account the Gatsby Benchmarks and ensure that our learners and their parents/carers are well-informed and prepared to achieve aspirational next steps into adulthood and/or the world of work.

Our programme core aims are that:

- All learners, parents and carers and teachers have access to up to date careers information, advice and guidance.
- All learners have access to an engaging, enriched, meaningful and developmental careers programme.
- All learners transition to a variety of sustained positive destinations.

Careers Education, Information, Advice, and Guidance (CEIAG) is an essential and integral part of our learners' entitlement and learning here at Cann Bridge. Through a planned Careers Programme, we are committed to providing the appropriate activities and experiences to enable learners to make well-informed decisions and successful transitions in life and work.

We have a person-centred approach to learner outcomes through our EHCP Annual Review process, where we work with all stakeholders to shape clear and ambitious targets for learners to prepare for their next steps. Our goal is to support learners in preparing for their preferred transitional pathway, whether that is to continue with further education, employment, training, or living independently.

[See: Careers Education, Information, Advice and Guidance \(CEIAG\) Policy](#)

Preparation for Adulthood Agenda

At Cann Bridge School, we are committed to preparing our learners for their next stage in life through the inclusion of Preparation for Adulthood (PfA) objectives in our curriculum. Our goal is to equip all of our learners with the necessary skills to become increasingly independent, find their place in the wider community, and be prepared for the transition to adulthood.

We understand that the process of preparing for adulthood is a journey that starts in the early years and continues throughout a learner's education. Therefore, we have integrated PfA into our curriculum policies and planning to ensure that our learners have the best opportunities to achieve their goals. We have developed a comprehensive overview of PfA objectives to ensure that they are embedded in our curriculum offer and that coverage is referenced appropriately.

Our commitment to PfA is not just about academic achievement, but also about empowering our learners to become confident, resilient and fulfilled individuals who can positively contribute to society.

[See: Preparation for Adulthood Agenda Overview](#)

Outdoor Learning

Cann Bridge School strives to develop a whole-school culture of using the outdoors as a tool for learning as a curriculum thread across the Pathways to Independence Curriculum. Outdoor Learning is the vehicle which develops a holistic approach that aims to integrate the outdoors into all spheres of learning.

Through outdoor learning, learners can develop various essential skills, from problem-solving and critical thinking to confidence and resilience with opportunities to embed learned skills within the wider environment. They can connect with the environment, learn about the natural world, and engage in hands-on activities that foster their creativity and curiosity.

Learning outdoors can also support learners' communication skills, develop both gross and fine motor skills and improve mobility and coordination. Having regular access to outdoor learning is a fun way to expend energy and can help reduce tension and anxiety.

[See: Outdoor Learning Framework](#)

Spiritual, Moral, Social and Cultural (including British Values)

The intent of our SMSC provision including British Values at Cann Bridge School is to support the personal and social development of all our learners, helping them to become respectful, responsible, and confident individuals. Through a tailored, person-centred approach, we aim to equip each learner with the skills and understanding they need to engage positively with the world around them and to contribute to their community, regardless of the challenges they face.

We are committed to fostering an environment where SMSC including British Values are integrated into all aspects of school life, ensuring that every learner, regardless of ability, has the opportunity to thrive and develop to their full potential by providing curriculum which engages, stimulates and enables all learners to achieve, be safe, be healthy and make a positive contribution. We aim to equip our learners with the knowledge, skills and attributes they need for life in modern Britain. At Cann Bridge School we value the diverse backgrounds of all learners, families and the wider school community.

[See: Spiritual, Moral, Social and Cultural \(including British Values\)](#)

Curriculum Rolling Long Term Programme

Our curriculum rolling long-term programme is a strategic framework that outlines the learning content for specific subjects and key stages. It ensures that all learners have access to a broad and balanced curriculum, regardless of their class. Unlike a static long-term programme, which covers a fixed timeline, a rolling programme is designed to be continuously refined, updated, and adjusted based on the evolving needs of learners and changes in educational standards or priorities. This approach ensures that the curriculum remains relevant, effective, and equitable for all learners.

[See: Curriculum Rolling Long Term Programme](#)

Personal Development

At Cann Bridge School, we prioritise the holistic personal development of our learners, extending our focus beyond academic achievements to ensure their overall growth and readiness for the future. Our curriculum integrates a variety of subjects and programs such as Religious Education, Personal, Social, Health, and Economic (PSHE) education, and Relationships and Sex Education, including the SoSAFE! program. These components work together to equip learners with essential life skills, fostering their personal growth and well-being.

We are committed to cultivating active citizenship and responsible behavior through diverse range of opportunities for engagement. Learners participate in work-related learning, enrichment activities, educational visits, and residential programs that promote involvement in public life. Activities like running the Post Bridge Café and participating in community consultations enable students to apply their skills, contribute positively to their communities, and develop practical life skills. Our focus on British values, and equality and diversity ensures a respectful and inclusive environment that values each learner's uniqueness.

In addition to curricular and extracurricular activities, we offer programs that support character development, resilience, and career readiness. Our offerings include the Duke of Edinburgh Award, Ten Tors Challenge, and Personal Development Club, which provide experiential learning and skill-building opportunities. We also run Lunch Time Clubs, Holiday Clubs, and Summer Club to enhance social skills and interests. Personalised Learning Goals, outdoor learning experiences, and enrichment days further support learners in achieving their full potential, preparing them for a successful and fulfilling future.

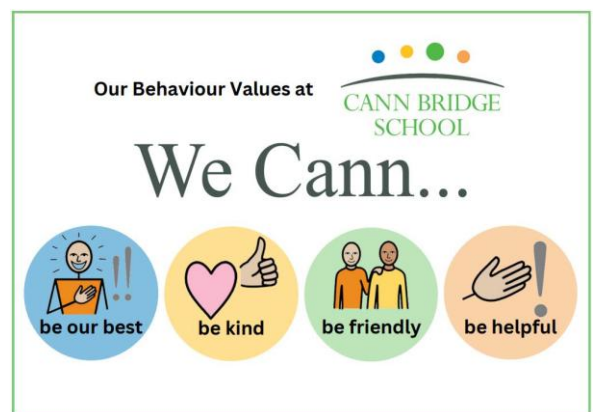
[You can learn more about our ongoing and developing Personal Development offer on our website.](#)

Behaviour & Attitudes

Behaviour and Attitudes are central to our educational philosophy. We are committed to fostering a positive, respectful, and inclusive environment where every learner can thrive. Our approach is trauma-informed, recognising and addressing the impacts of trauma on behaviour and learning. We view behaviour as a form of communication, understanding that actions often reflect underlying needs and emotions. Emphasising our Behaviour Values, we guide interactions and expectations within our school community to support effective communication and understanding. By promoting positive behaviour and building strong relationships, we create a supportive culture where learners feel valued, safe, and motivated. Through personalised support and clear expectations, we focus on respect, resilience, and responsibility, preparing learners for success both inside and outside the classroom.

[See: Positive Behaviour Support Policy & Statement of Behaviour Principles \(including Physical Restraint Policy\)](#)

[See: Trauma Informed Policy](#)



Accreditation Overview in Key Stage 4 and Key Stage 5

Our accreditation offer for Key Stage 4 and 5 is a comprehensive program designed to provide learners with diverse opportunities for personal and academic growth to prepare learners for life after school. For those on the Subject-Specific Path. They can achieve units at Entry Level 1, Entry Level 2, or Entry Level 3, allowing flexibility to accommodate spikey profiles.

Our curriculum emphasises teaching and assessing Functional Skills, with accreditation through smaller units known as NOCN Awards in English and Mathematics. This approach enables learners to build their achievements incrementally, developing a comprehensive portfolio rather than focusing solely on end-point examinations. In Key Stage 4, we also offer the Arts Award, which allows learners to explore and develop their creative talents across various disciplines, enhancing their appreciation for the arts and building confidence and communication skills.

Accreditation is just one part of the broad and balanced curriculum available for learners aged 14 to 19 at Cann Bridge School. Our Steps 4 Life Assessment Framework identifies when learners are ready to pursue Maths and English accreditations at Entry Level 1. All learners have access to our vocational qualifications, assessed based on their levels of engagement. The NOCN Independent Living and Using Employability Skills awards equip our learners with essential skills and knowledge for future endeavors.

In Key Stage 5, we offer the Duke of Edinburgh Award, providing students with valuable experiences in personal development, teamwork, and leadership. For those working at pre-entry level, our school's assessment tool helps identify the necessary support to foster development within their capabilities. Progress is measured through EHCP outcomes, Personalised Learning Goals (PLGs), and achievements on the Steps 4 Life assessment tool. This ensures all learners receive personalised support to meet their individual needs and aspirations.



The Arts Award is delivered in Key Stage 4 which offers learners an exciting opportunity to explore and develop their creative talents. At Key Stage 4, art and music become 'The Arts'. This program is designed to foster a deeper appreciation for the arts while encouraging personal expression and skill development. Learners engage in a variety of artistic disciplines, such as visual arts, music, and work towards achieving nationally recognised qualifications. Through the Arts Award, learners gain confidence, enhance their creative skills, and learn to collaborate and communicate effectively, all while enjoying a rich and inspiring arts education.



The Duke of Edinburgh Award program offered in Key Stage 5 provides students with an enriching opportunity to develop essential life skills and gain valuable experiences. This prestigious program encourages personal growth, teamwork, and leadership through a variety of challenging activities, including volunteering, physical activities, and expeditions. By participating in the Duke of Edinburgh Award, students at Cann Bridge School build confidence, resilience, and independence, preparing them for their future endeavors and helping them to make meaningful contributions to their communities.

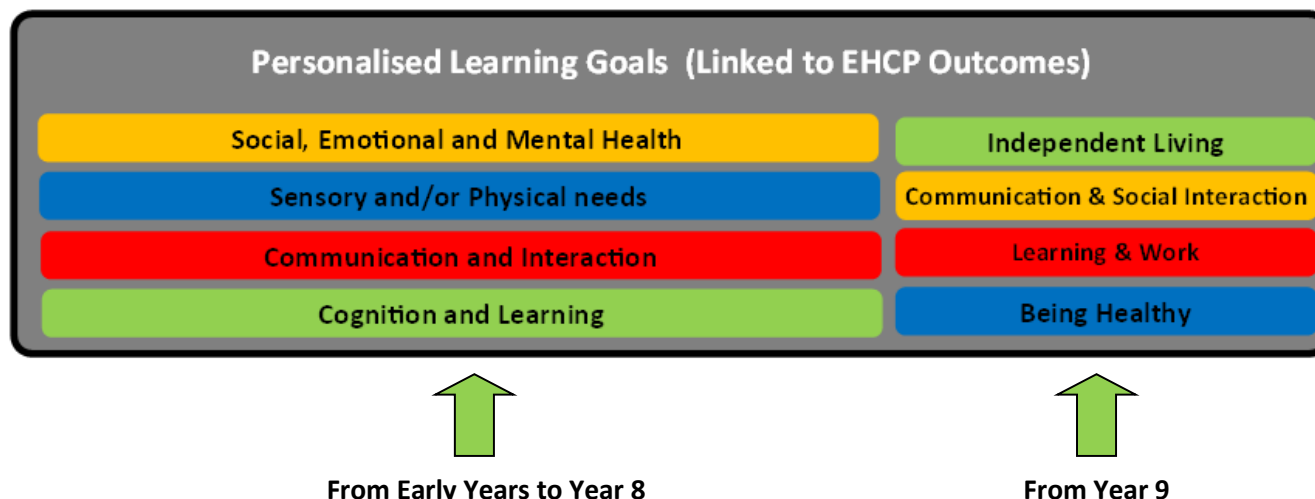
NOCN Entry Level Award in English Skills	
Entry Level 1	Entry Level 2
Planning for Progress in English Skills	Planning for Progress in English Skills
Ask and Respond to Questions and Make Requests	Ask and Respond to Questions and Make Requests
Read and Spell Words for Everyday Life	Read and Spell Words for Everyday Life
Read Texts for Meaning	Read Texts for Meaning
Take Part in a Discussion with Another Person	Take Part in Group Discussion
Use Writing Skills	Use Writing Skills
Write Using Correct Punctuation and Grammar	Write Using Correct Punctuation
Additional Units Available	Additional Units Available
Respond to Information and Instructions	Fill in Forms Use Illustrations, Images and Captions to Find Information

NOCN Entry Level Award in Mathematics Skills	
Entry Level 1	Entry Level 2
Planning to Improve Performance in Mathematics	Planning to Improve Performance in Mathematics
Addition	Addition
Handling Data	Handling Data
Number	Number
Understanding Measure	Understanding Measures: Capacity Understanding Measures: Length Understanding Measures: Weight
Understanding Shape and Space	Understanding Shape and Space
Additional Units Available	Additional Units Available
Using Mathematics in Everyday Contexts Subtraction Using Money and Time	Division Fractions Multiplication Understanding Decimals Subtraction Money Time and Temperature

NOCN Independently Living Entry Level 1 to 3	
Year 1	Credit Value
Make a Simple Meal	3
Food Safety and Storage	3
Living in a Diverse World	2
Choosing Clothing and Footwear	2
Personal Awareness	2
Year 2	
Eating Out	3
Eating a Balanced Diet	3
Understanding Relationships	2
Personal Safety	3
Personal Health	3
Year 3	
Everyday Food and Drink Preparation	3
Basic Cooking Techniques	3
Environmental Issues	2
Personal Care and Hygiene	3
Knowing Your Local Area	3
Looking after Yourself and Your Home	1 (M)
Living in the Community	1 (M)
To successfully achieve the NOCN Entry Level Certificate in Independent Living there is set rules of combination. If the above is achieved the learner will receive two qualifications:	
<ul style="list-style-type: none"> NOCN Entry Level Certificate in Independently Living – Looking After Yourself and Your Home NOCN Entry Level Certificate in Independent Living – Living in the Community 	

NOCN Using Employability Skills Entry Level 1 to 3	
Year 1	Credit Value
Make Career Choices	2 (A)
Building Confidence and Self Esteem	2 (A)
Using ICT Equipment in the Workplace	2 (B)
Year 2	Credit Value
Looking and Acting the Part in the Workplace	2 (A)
Dealing with Problems at Work	2 (A)
Health and Safety Procedures in the Work Place	2 (A)
Using ICT Skills in the Work Place	2 (A)
Worked on in both years (Mandatory Unit)	Credit Value
Action Planning to Improve Performance	2 (M)
Worked on in both years during Work Related Learning	Credit Value
Working as a Cleaner	2 (B)
Follow Instructions in the Work Place	2 (A)
Carry Out a Practical Activity in the Work Place	2 (B)
Working in Hospitality	2 (B)
Working in Catering	2 (B)
Working as a Volunteer	2 (B)
To successfully achieve the NOCN Entry Level Certificate in Using Employability Skills the learner must complete 14 credits.	
They must achieve: <ul style="list-style-type: none"> 2 credits from the unit in the Mandatory Group 8 credits from Optional Group A 2 credits from Optional Group B 2 credits from any combination of units in Optional Groups A and B 	

Personalised Learning Goals



Personalised Learning Goals are a fundamental aspect of our educational approach at Cann Bridge School. Every learner is provided with Personalised Learning Goals, which encompass a diverse range of personal targets, including essential soft skills for life, academic, and objectives directly aligned with their Education Health Care Plan (EHCP) outcomes. These targets are agreed with parent carers, and therapists where appropriate. Overarching targets are discussed and set during the EHCP Annual Review and these are then termly broken down into smaller achievable steps by teachers.

We recognise the significance of these long-term goals, as they serve as a roadmap towards 'Preparing for Adulthood' expectations. To measure progress effectively, these goals are transformed into SMART targets, ensuring they are specific, measurable, achievable, realistic, and time-bound. This systematic approach enables us to monitor each learner's advancement annually, fostering a sense of achievement and motivation. Targets are discussed and reviewed on a termly basis through our termly parent carer meetings.

From Early Years to Year 8 - Learners have at least 1 target for Maths and English which sit under cognition and learning. Those on the Engagement Path do not have English and Maths target, alternatively they have 1 or 2 cognition targets. Pupils have at least 1 target for wellbeing target (PSHE) which sits under either social, emotional and mental health or Sensory and/or physical needs.

From Year 9 - Learners have at least 1 target for Maths and English which sit under education and employment. Learners have at least 1 target for wellbeing target (PSHE) which sits under good health.

In some instances, especially when learners first join our school, EHCP outcomes may lack specificity in meeting their priority needs. In such cases, our teachers collaboratively reformulate targets in conjunction with all stakeholders, ensuring they address the learner's unique requirements.

The Personalised Learning Goals effectively act as an EHCP implementation plan, guiding our teachers in providing individualised support and tailored interventions. Regular reviews and updates take place at each Pupil Progress Review, during the EHCP Annual Review and Parent & Carers Evening, allowing us to remain responsive and adaptive to the evolving needs of our learners.

Assessment

We have high aspirations for all our learners and understand the importance of robust assessment practices in raising educational standards. Our formative and summative assessment practices informs teaching and learning. These assessments form a vital part of the Plan, Do, Review Cycle of teaching.

Although national standardised assessments provide information about learners' progress at key points in their education, they only form a part of the wider ongoing assessments that teachers conduct. We take into account each learner's starting point and learning differences to measure progress and attainment. We celebrate learner progress and share it with parent and carers regularly through parents' evening, We Cann Awards, Wow Awards and EHCP Annual Reviews.

For some learners, subject-based learning may not be appropriate due to learning difficulties, however all learners study all national curriculum subjects using these as vehicles for learning. These learners are assessed using the Engagement Model, which focuses on developing concepts and skills that are pre-requisites for progressing on to subject-specific learning.

Assessment	Method	Which Curriculum Path/Key Stage	Frequency
Personalised Learning Goals	Evisense & EHCP Annual Review	All	Progress reviewed termly, discussed termly during PPR and annually reported on at EHCP AR.
Early Steps	B Squared & Evisense	All Reception & Y1	Termly
Engagement Steps	B Squared & Evisense	Engagement Path Y2-Y8	Termly
Progression Steps	B Squared & Evisense	Subject-Specific Path in KS1 to 3 Y2-Y8	Termly
Skills 4 Life	B Squared & Evisense	All KS4 & 5 Y9+	Termly
Phonics	Phonics Tracker	Subject-Specific Path Y2+	Half Termly
National Standardised Assessments			
EYFS Profile (incorporating the Early Learning Goals)	Early Steps & Evisense	Reception Year	June
End of Key Stage 1 Phonics Screen Checks	Government materials	Subject-Specific Path Y1	June
End of Pre-Key Stage 1 & 2 Standards	Progression Steps & Evisense	Subject-Specific Path (Key Stage 1 & 2) Y2 & Y6	June
Accreditation Including Arts Award, NOCN and Duke of Edinburgh Award	Portfolio Moderation	All KS4 & 5 Y9+	Ongoing in line with accreditation timetable
Please note that the majority of our learners are exempt from national standardised assessments			
Some subject areas have specific assessments including PE for Rebound and Swimming			

See: Planning, Assessment, Marking, Reporting & Recording

Legislation and guidance

The National Curriculum, Early Years Foundation Stage (EYFS) statutory framework, Keeping Children Safe in Education, and the Preparation for Adulthood agenda have guided the development of our curriculum at Cann Bridge School. Our aim is to provide a meaningful, broad and balanced curriculum that is tailored to meet the individual needs of our learners. We also adhere to the requirements for inclusion and equality outlined in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. Our curriculum-related expectations are aligned with those set out in the Department for Education's Governance Handbook, which ensures that our governing board is well-informed and engaged in curriculum planning and implementation.

Inclusion

At Cann Bridge School, we are committed to providing an inclusive learning environment where all learners are supported to achieve their full potential. Our teachers have high expectations for all learners and use appropriate assessment to set ambitious targets and plan challenging work to ensure that all learners make progress on their personalised curriculum path. We believe that every learner can achieve and we work to remove any barriers that may prevent them from doing so.

We recognise that some learners may have English as an Additional Language (EAL), and we plan lessons to help them develop their English language skills while also engaging with the curriculum. Our commitment to inclusion is further reflected in our statement of Equality Information and Objectives and our SEN Information Report and Looked-After and Previously-Looked After Policy.

We also use our Pupil Premium and Primary PE and Sports Premium grant to support disadvantaged learners and raise their educational attainment. By providing targeted interventions and support, we aim to close the gap between disadvantaged learners and their peers and ensure that all learners have equal access to educational opportunities.

See: Equality Information and Objectives, SEND Policy, SEN Information Report, Looked-After and Previously Looked-After Policy, Pupil Premium Strategy and Primary PE and Sports Premium Strategy.

Safeguarding

At our school, we believe that safeguarding is everyone's responsibility, and we have created an open and safe learning culture in which learners can express their views, seek help, and help others. We understand that the curriculum plays a crucial role in safeguarding, and we have identified opportunities for learners to learn about it throughout our curriculum.

Our PSHE and RSHE curricula cover a range of topics, including online safety, child-on-child sexual abuse, consent, grooming, and child criminal and sexual exploitation. We differentiate content based on each learner's needs, age, and learning pathway to ensure that all sensitive subjects are taught at an appropriate level.

Our governing body has approved our approach to teaching safeguarding, which includes providing a broad and balanced curriculum that covers relevant issues. We aim to give our learners the knowledge, understanding, and skills they need to develop personally, behave responsibly, and stay safe.

We encourage our learners to have a voice and to be heard. We have created a safe and supportive environment in which learners can share their thoughts and feelings, seek support, and help others. We take safeguarding seriously, and we are committed to ensuring that every learner is safe and well-protected.

Links with other policies and to be read in conjunction

- 14 to 19 Curriculum Policy
- Accreditation Policies (Various)
- Art & Design
- Careers Programme
- Computing
- Curriculum Rolling Long Term Programme
- Design & Technology
- Early Years Curriculum Overview
- Early Years Foundation Stage (EYFS) Policy
- Education Visits
- English
- Equality Information and Objectives
- Geography
- History
- Looked-After and Previous-Looked After Children Policy
- Maths
- Music
- Outdoor Learning Framework
- Personal, Social, Health and Economic (PSHE)
- Physical Education (including Dance and Swimming)
- Planning, Assessment, Marking, Reporting & Recording
- Positive Behaviour Support Policy & Statement of Behaviour Principles (including Physical Restraint Policy)
- Preparation for Adulthood Agenda Overview
- Primary PE and Sports Premium Strategy
- Pupil Premium Strategy
- Reading
- Reading at Home
- Relationship and Sex Education (RSE/RSHE)
- Religious Education (RE)
- Science
- SEND Policy and SEN Information Report
- Spiritual, Moral, Social and Cultural (including British Values)
- Total Communication
- Trauma Informed Policy
- Writing