



FIRST BRIDGE EDUCATION

Curriculum Policy



No.	Sub.	sub.	Title	Page
1.			Aims	3
2.			Definitions	3
3.			Scope	3
4.			Legislation and Guidance	3
5.			Roles and Responsibilities	4
	5.1		Role of Clinical Director and Executive Head	4
	5.2		Role of the Clinical Lead, Clinical Supervisor and Group Lead	4
	5.3		Role of the Centre Manager	4
6.			Curriculum	4
	6.1		Curriculum Statement	4
	6.2		Curriculum Practice	4
	6.3		Independent School Standards (ISS) Mapping	5
	6.4		Schemes of work	5
	6.5		Planning	5
7.			Teaching and Learning	6
	7.1		Individual Education Plan	6
	7.2		Communication	6
	7.3		Reading	7
	7.4		Groups	7
		7.4.1	Pathways	8
	7.5		Teaching strategies	9
8.			Assessments	9
	8.1		ABLLS-r	9
	8.2		VB-MAPP	9
	8.3		EYFS	10
	8.4		National Curriculum	10
	8.5		ISS areas	10
9.			British Values	10
	9.1		Equal opportunities	11
10.			Version History	11
11.			Links to Legislation and Guidance	11
12.			Related Policies	11-12

1. Aims

The aim of this policy is to outline First Bridge's approach to meeting the needs of pupils and their families in terms of how the curriculum is planned for and delivered. This policy applies to all children, both within school and in early years.

Our vision is that we believe that every child who has a suspected or diagnosed developmental condition, including autism, has the right to receive teaching that utilises evidence-based practice, to help them achieve the best possible outcomes and lead to a happy, fulfilled and independent life.

We will do this through:

- Consistently high expectations and achievements for every pupil.
- High quality, inspirational and innovative teaching and learning.
- A safe, secure, caring and enjoyable environment in which to work, learn, thrive and grow towards independence.
- Inspirational and accountable leadership at all levels.
- A personalised curriculum, developed with each individual child's development in mind.
- Teaching underpinned by evidence-based practice.
- A mission to be the most trusted early intervention and education provider for children with autism and developmental delays in the UK.

2. Definitions

"The School", "The Centre", "First Bridge", "First Bridge School" and "First Bridge Centre" are represented by First Bridge Education and will be referred to as either First Bridge School or the School or the Centre, or First Bridge, throughout this policy.

Those who attend the school are referred to as "pupils", those who attend the Early Years are referred to as "children", within this document these terms may be used interchangeably.

"Parents" includes the parents, guardians, or carers of a pupil.

"Staff" refers to all members of staff employed at First Bridge.

3. Scope

This policy applies to all pupils and their parents at both First Bridge School and First Bridge Centre (Early Years).

Parents are made aware of this policy and its procedures as a part of their initial parent meeting (which usually takes place either before the pupils first day of admission, or on the day of admission). The policy can also be accessed at any time on the school website.

This policy is closely linked to the EYFS Policy, Assessment Policy and SEND Policy. These policies can either be found on the school website or upon request.

4. Legislation and Guidance

This policy meets the requirement set out in the Education (Independent School Standards) Regulations 2014, Part 1, which states that there must be a “written policy on the curriculum, supported by appropriate plans and scheme of work”.

When constructing this procedure, consideration has been given to various pieces of legislation and guidance such as the Education Act 2011, The national curriculum programmes of study, the independent schools standards and the Early years foundation stage statutory framework (2024).

5. Roles and Responsibilities

The following defines the roles and responsibilities of all who are involved in ensuring that this policy is utilised fully and appropriately.

5.1. The Role of Clinical Director and Executive Head

Is to ensure that this document is kept up to date regarding the latest guidance and legislation and to ensure that all staff members are aware of and follow the contents of this policy.

5.2. The Role of the Clinical Lead, Clinical Supervisors and Group Leads

Is to be fully aware of the contents of this policy and ensure that these contents become part of their everyday practice. They are to notify either the Clinical Director or Executive Head if they are made aware of new legislation or guidance and if anything needs to be updated regarding everyday practice.

5.3. The Role of the Centre and General Manager

Is to make parents aware of this document upon joining the school or centre. They are also involved in the planning of some areas and have input into all areas of the curriculum.

6. Curriculum

6.1 Curriculum Statement

The curriculum of First Bridge Education has been developed to meet the needs of our pupils, from Early Years to year 4. It aligns to the Independent Schools Standards (ISS) curriculum areas and has communication and interaction at its core. The curriculum is personalised to each individual pupil and because of this it is naturally broad and balanced. We want to focus on sustainable progress and skill acquisition, whilst ensuring that learning remains relevant and engaging.

6.2 Curriculum Practice

Curriculum practice should:

- Build positively on what pupils already know and what they can do.
- Include well-structured opportunities to learn skills in an intensive way, and then generalise then into natural environments, developing and extending learning.
- Be relevant, functional and interesting for the learner.

- Offer opportunities for the pupils to be creative and adventurous in their learning.
- Provide opportunities for first hand experiences using a wide range of resources.

6.3 Independent School Standards (ISS) mapping

Our curriculum is aligned to the ISS standards curriculum areas and is mapped against pupils' IEPs.

Independent School Standards Curriculum areas	Linguistic	Mathematical	Scientific	Creative	Technological	Human & Social	Physical & Aesthetic
Our interpretation of that into our subject groups	English	Math's	Science	TheArts	The Technologies	PSHE (RSE), Humanities	Sport and PE
Subjects that are in those subject groups	English	Math's	Science	Art, Music Drama	Design Technology, Computing, Food Technology	PSHE, Geography, History, Religious Education	Physical Education (PE)

6.4 Schemes of work

At First Bridge, schemes of work have been created for the national curriculum subjects, including Math, English, Science, Art, Physical Education (PE) and Personal, Social, Health, and Economic education (PSHE). There is also a scheme of work for Food Technology as we believe that this is an intrinsic area of learning for our pupils. All these show how targets are translated into a practical plan, including themes and/or topics or units of study which are then utilised in the creation of planning documents to support with the delivery of the topic. A scheme of work entitled Wider Curriculum has also been created to show how all of the other subjects are encompassed within the schools yearly "Operational and Academic calendar" of events and assemblies, the subjects included in this scheme of work are; Geography, History, Religious Education (RE), Music, Design and Technology (D&T) and Modern foreign languages (MFL).

At First Bridge, comprehensive schemes of work have been developed for all national curriculum subjects, including Mathematics, English, Science, Art, Physical Education (PE), and Personal, Social, Health and Economic (PSHE) education. Additionally, a dedicated scheme of work for Food Technology has been implemented, reflecting our belief in its essential role in our pupils' learning experience.

Each scheme outlines how educational targets are transformed into practical plans, incorporating themes, topics, or units of study. These form the basis of detailed planning documents used to support effective teaching and learning.

We have also introduced a scheme of work titled the "Widder Curriculum," which integrates the remaining subjects—Geography, History, Religious Education (RE), Music, Design and Technology (D&T), and Modern Foreign Languages (MFL)—within the school's annual calendar of events and assemblies.

6.5 Planning

Long term and medium-term plans are written for subject groups, early years, special events and assemblies. These are completed by various members of the staff team including the Executive

Head; Group Leads and the Centre/General Manager. Within these plans learning objectives are set, along with a plan of how these targets are to be met, resources needed and cross curricular links both to the national curriculum areas, as well as the early years prime and specific areas. There is an area for anyone who delivers the subject matter within the plan to complete an evaluation which is then used to be reflective with when creating future plans.

7. Teaching and Learning

At First Bridge we offer teaching based on the principles of Applied Behaviour Analysis (ABA) using Skinner's analysis of Verbal Behaviour (VB). The science of ABA (VB) and the teaching methods that have evolved from this have proven to be effective in advancing children and young people with autism. We focus on the acquisition of functional skills, effective communication and developing behaviours that are conducive to learning, reinforcing appropriate behaviours, and reducing those behaviours that stop pupils enjoying a fuller life. Each pupil is valued for their unique contribution to the First Bridge community.

Our model of teaching includes all pupils being taught in a way that builds on previous skills with an aim for them to require less support as time goes on. This includes receiving 1:1 support using the ABA/VB approach and focusing on key skills as seen within each pupil's Individual Education plan (IEP), class-based small groups based on the wider curriculum and dedicated core curriculum-based groups taught by a Group Lead.

7.1 Individual Education Plans (IEPs)

Each child has an individualised teaching programme, called an IEP which is implemented in one to one and/or small group sessions as appropriate by trained Applied Behaviour Analysis (ABA) therapists under the meticulous oversight of a Clinical Supervisor who is a Board-Certified Behaviour Analyst (BCBA) and/ or UK certified Behaviour Analyst, as well as our Clinical Lead, who is an experienced BCBA.

IEPs are based on the long-term targets as listed within a pupils EHCP (where appropriate). IEPs are written with personalised targets that are aimed to be acquired from being taught over the course of the IEP, which is usually 5 to 6 months long. Each pupil has 2 IEP's during the academic year.

Progress of the targets written into the IEP's are discussed monthly with parents, including taking on parental views on skills they would like to be targeted for their child. Progress against targets are reviewed and reported twice yearly, as well as during the Annual Review and in annual reports.

Targets set on IEP's are SMART (Specific, Measurable, Attainable, Realistic and Time-bound). The targets for IEP's are updated twice yearly; however, the pupil's curriculum will not be limited to only these targets.

Our Supervisor's and Clinical Lead spend time working directly with each child and have continuous daily oversight of each child's progression, making necessary adjustments to their teaching programmes.

7.2 Communication

We place strong emphasis on the development and enhancing pupils' communication skills. Our young people are encouraged to use vocal, verbal communication, if possible, and individual programmes are aimed at teaching them to express their needs, to interact socially, to develop listener responding skills as well as the ability to identify people, places, and objects, answer questions and have well developed conversational skills. Where children and young people have undergone a full assessment and it has been agreed that they are unable to express their needs vocally, they are supported to communicate through alternative methods. Most commonly, this involves the use of augmentative communication systems such as PECS (Picture Exchange Communication System), Proloquo2Go, other interactive programmes or devices, or sign language such as Makaton. Parents are given information, training, and materials to enable them to use the same communication system in a functional way at home.

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

7.3 Reading

As said in the governments guidance "The Reading framework" (July 2023); "Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right, and the medium for teaching".

At the heart of everything taught at First Bridge Education is communication. To give our pupils the greatest opportunity to be able to learn to read, all pupils work on their phonics skills using the systematic synthetic phonics programme Read Write Inc (RWI). This is addressed during English group lessons as the overarching theme in each half-term's long-term plan and is also explicitly taught during their one-to-one lessons. Pupils have an initial assessment to gauge their phonetical knowledge and skills. Based on the results of the assessment, a personal target is set for each pupil. If no phonic knowledge is identified during the assessment, a subsequent assessment is conducted, to identify if they have the pre-requisite skills necessary for successful acquisition of reading. These skills include:

- Can scan left to right.
- Can identify pictures within an array.
- Can match letters.
- Can label pictures.

If it is felt that a pupil does not have all these skills, then these will be worked on in their 1:1 lessons as their phonetic pre-skill.

7.4 Groups

Planning for groups is created in line with the schemes of work. All pupils and children attend small bespoke groups for Art, Food Technology and P.E., they also attend small group activities that include the wider curriculum topics, this is accomplished through special events and assemblies.

Group targets are individualised to each pupil, with specific goals and outcomes that align with their IEP and Education and Health Care Plan (EHCP) where appropriate. If a pupil does not yet have the pre-requisites to access academic learning objectives, they will still attend group sessions to work on these skills, but they will also receive intensive 1:1 intervention on their individualised curriculums with their team of ABA therapists.

Pupils of school age also attend academic groups for Maths, English, Science and PSHE across the week. The number of groups pupil attend depends on their ability to attend and learn in a group setting and this is shown through their pathway

7.4.1 Pathways

The First Bridge Learning Pathways are designed utilising a variety of key evidence-based developmental curriculums and carefully selected components from national curriculum frameworks which are then delivered through three individualised and flexible learning pathways, known as 'Fundamental Pathways'. These pathways are Foundations, Structures and Formations.

Many pupils with a suspected or diagnosed developmental delay, will have strengths in their learning and areas of need in others. At First Bridge we recognise the intricate development of each pupil's skills, and the absolute necessity for a curriculum that not only teaches and secures the foundations for a successful educational journey, but one that also continues to develop the strengths, desires and motivations of our pupils. Our 'Fundamental Pathways' are designed to do just that, ensuring we do not lose sight of the necessary learning pathway each pupil requires, whilst also allowing us the flexibility to develop highly bespoke, motivationally stimulating, differentiated curriculums for each pupil.

The First Bridge Learning Pathways aim to teach pupils to become successful and independent learners, effective communicators and confident and responsible individuals. The First Bridge curriculum and therapy model aims to enable pupils to develop the language, communication, play, academic, independence and emotional and social skills necessary for successful future learning. The core thread that runs throughout our learning pathways is the fundamental development of foundational skills that enable our pupils to develop the essential knowledge, understanding and abilities required for a safe, meaningful and fulfilling life beyond First Bridge. Through the wider curriculum areas and topics, pupils access a rich, diverse and meaningful learning environment which helps engage them with and bring understanding to the world around them.

There are three pathways, a summary of which can be found below.

FOUNDATIONS - Children are learning the foundational skills necessary to access future learning and to help them develop an awareness of and connect with the world around them. We do this through interaction, play, exploration, direct teaching, and practical activities.

STRUCTURES - Children begin to develop the structural skills required to extend and progress on their foundational learning. Acquiring the pre-requisite skills required to learn as a part of a group, and the vital skills required to be able to access long-term group-based teaching.

FORMATIONS - Children are forming themselves, becoming independent individuals who are confident in their sense of self, their love for learning and their abilities to make choices for their future educational journeys.

7.5 Teaching Strategies

First Bridge Centre applies the principles of Applied Behaviour Analysis (ABA) and Skinner's Analysis of Verbal Behaviour (VB) to teach communication, language, social skills, self-help and independence, community participation and any other socially significant behaviours.

Teaching strategies such as errorless teaching, error correction, task analysis, shaping, prompting and prompt fading are used alongside reinforcement and multiple teaching opportunities daily to teach, shape, and reinforce acquisition of new skills and behaviours that will enhance the quality of life for the children in our care.

8. Assessment

Each child's curriculum is individualised and has been tailored using two evidence-based, developmental curriculums and assessments - The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) and the Assessment of Basic Language and Learning Skills (ABLLS-R). These assessments are used alongside the early years foundation statutory framework and the national curriculum for key stage one, dependent on an individual criteria including their age.

8.1 ABLLS-r

The Assessment of Basic Language and Learning Skills-Revised (The ABLLS-r) is an assessment, curriculum guide and skills tracking system for children with language delays, from 0-7 years. The ABLLS-r contains a task analysis of many of the skills necessary to communicate successfully and learn from everyday experiences. The curriculum is an 'A-Z' of development and covers all necessary basic language skills, gross and fine motor, self-help and independence skills, group skills, social skills, play skills, and academics.

8.2 VB-MAPP

The VB-MAPP is a criterion-referenced assessment tool, curriculum guide, and skill tracking system that is designed for children with autism and other individuals who demonstrate language

delays. The VB-MAPP is based on B.F. Skinner's (1957) analysis of verbal behaviour, established developmental milestones and research from the field of behaviour analysis. It assesses the language, social, and early academic skills of young children up to a normative/developmental age of 4 years (48 months of age).

8.3 Early Years Foundation Stage (EYFS)

In addition to the evidence-based curriculums and assessments, we utilise and embed the 'Early Years Foundation Stage Statutory Framework (November 2024) to aid our environments and provide extended learning opportunities that enable our children to be able to access and benefit from the seven areas of learning within the EYFS, especially where age appropriate.

Upon joining our Early Years Classroom, each child completes a Baseline Assessment over their first six weeks, using the *Birth to Five Matters* framework. This assessment informs their Individual Education Plan (IEP) and sets personalised next steps for learning. For children entering at age 2, we review any existing two-year progress check from previous nursery settings. If no prior check is available, we complete it in line with their intake and Baseline Assessment.

Children's progress is reviewed and updated termly using the *Birth to Five Matters* framework, ensuring an accurate and current understanding of their achievements and developmental needs. In addition to termly reviews, daily observations and assessments are carried out by our experienced 1:1 therapists and Early Years qualified team. These are recorded on the Family App and regularly shared with parents, who remain key partners in supporting their child's development.

8.4 National Curriculum

The national curriculum is a set of subjects and standards used by primary and secondary schools, so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

8.5 Independent School Standards Subject areas

First Bridge ensures all pupils have access to, and curriculum that enables them to experience all ISS subject areas. These subjects are delivered according to each pupil's age and stage and are differentiated to meet the needs of each pupil. How these subjects are mapped out has previously been demonstrated in section 6.3 above.

9. British Values

At First Bridge we aim to ensure our Centre values, principles, aims and approaches to teaching and learning reflect and promote British Values as defined by the Government in the 2011 Prevent duty guidance for England and Wales (updated 2021).

- Democracy
- Individual Liberty

9.1 Equal Opportunities

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equitable opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture, where every individual feels valued and aspires to succeed.

This is version two of First Bridge Education Curriculum Policy. This policy will be reviewed annually by the Executive Head or Clinical Director.

Document	Location
The Independent School Standards	https://assets.publishing.service.gov.uk/media/5cd3fc2fe5274a3fd6ee74b0/Independent_School_Standards_Guidance_070519.pdf
Education and Inspections Act (2006)	https://www.legislation.gov.uk/ukpga/2006/40/contents
Education Act (2011)	https://www.legislation.gov.uk/ukpga/2011/21/~/text=Education%20Act%202011%20is%20up.or%20before%2018%20July%202024
National curriculum in England for key stages 1 to 4	https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4
Early years foundation stage statutory framework (2024)	https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf
The reading framework (2023)	https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework.pdf
Special Education Needs and Disability Code of Practice (2014)	The SEND Code of Practice Explained Education Advocacy
Equalities Act (2010)	Equality Act 2010 (legislation.gov.uk)

11



EYFS Policy	EAL policy
Assessment Policy	British Values and PREVENT Duty Policy
Relationships and Sex Education Policy	SMSC Policy
SEND Policy	
Admissions Policy	