

The Bridge AP Academy 2020-21

The curriculum vision lies at the heart of The Bridge AP Academy and seeks to provide all learners with a range of social emotional and mental health needs with the chance to succeed despite any barriers that they may have faced previously. This is underpinned by the values of the TBAP Trust of resilience, compassion and innovation, these values are supported by the TBAP principles of Success by Any means, Precise Inclusion and Starting at Great. We hope that with these values and principles in mind, through our curriculum learners are able to achieve qualifications that will support life chances and support their development as individuals who have the characteristics that will allow them to be successful in all areas of their life in modern Britain.

Program of Education

Intent

Our curriculum intent is holistic and built to meet learner need. We aim to offer a breadth of subjects delivered by specialists and to ensure learners are fully prepared to achieve formal qualifications at KS4. Our curriculum is personalised to learner need and identifies gaps in previous learning whilst reinforcing behaviour for learning through core subjects. Our enrichment program runs alongside the academic curriculum and helps support learners to engage and have access to a range of opportunities supporting aspirations and life beyond school.

Implementation

Our curriculum is tangible in every part of the school day which begins with breakfast and soft landings, this allows all learners to be ready to engage in the formal curriculum and provides opportunities for staff to have conversations, address concerns and prepare learners for the day ahead. The implementation of the curriculum is available in the nurture room at the start of every day and it shows our specialist approach using a mixture of formal lessons, family time, play and reflection to ensure that all learners can achieve success throughout every day.

Impact

The anticipated impact of our curriculum is evidenced through academic progress and progress in soft skills that our learners are tracked against. We measure impact through core subject progress, plugging gaps in learning through one to one (personalised learning checklists) and reintegration data. Our curriculum impact should identify that learners are more prepared for the next stage in their education whether this is reintegration to mainstream, change of placement to a special education school or an appropriate KS5 destination.

Subjects offered

-  English
-  Maths
-  Music
-  PE
-  Art
-  Science
-  PSHE/Votes for Schools/SMSC/British Values
-  Reading/literacy
-  Careers/Enterprise

Program of Personal Development

Intent

Many of our learners have been unable to experience success within a mainstream model. Learners often arrive in crisis and require a trauma informed approach to engage in the curriculum. Due to significant barriers faced such as poor attendance, SEND needs and entrenched poor behaviours for learning our approach to Personal Development focuses on engaging all learners in education to provide them with lifelong skills.

Implementation

The Bridge AP Academy run a four tiered curriculum model, this ensures that learners are taught in small groups with students who are at a similar emotional and academic stage. Learners are taught in groups of 4-10 and placements vary from 12 weeks to longer placements of up to a year or more. Our vision is to ensure that all learners re engage in education learning through a broad balanced and highly engaging curriculum by staff who are trained to work with SEMH learners. Learners are supported by a range of interventions such as one to one and literacy/numeracy interventions with the view to giving everyone every opportunity possible to succeed.

The groups are labelled as:

Getting ready to behave - this is for young vulnerable learners

Getting ready to engage - this is for learners who are able to try to engage in all subject areas

Getting ready to learn - this is for learners who are more able to make academic progress without support

Getting ready to reintegrate/stretch group - this is for learners who are preparing to transition back to a mainstream school

All staff are committed to ensuring the nurture and well beings of our learners, as a team we are dedicated to working with learners, their families and working with outside agencies to ensure our learners receive the full support they require to make progress.

Our Personal Development Curriculum is as important as the academic curriculum, we use the package Votes for Schools to deliver a model that allow each learner to reflect on themselves and those around them and prepare them for life outside of school.

Our enrichment curriculum is varied and exciting and supports learners to engage in a range of activities to build confidence, relationships with others and raise aspirations. The enrichment curriculum runs alongside the academic curriculum and learners will be taken off in small groups to engage in suitable opportunities throughout the year.

Impact

We measure our impact via Behaviour for Learning, attendance and achievement versus behaviour data. Learners are also tracked using PASS and this is tracked against a baseline from induction.

Reintegration rates are 24% with one learners last year moving onto specialist provision following the EHCP process.

Enrichment curriculum Opportunities

-  FFC
-  Nuffield
-  Lyric Theatre
-  Mentoring
-  Horse Riding
-  Lost learning

-  St Giles Trust
-  VIY Project