



# Cann Bridge School

## The Pathway to Independence

Curriculum, Statement of Intent

## The Pathway to Independence

Throughout the time learners spend at Cann Bridge they will access their learning through four Pathways, Functional Skills, Me and My Community, Work Related Learning, Health and Wellbeing.

The route through is dependent on the learners assessed cognitive level but the different Pathways do connect and interrelate to allow learners to develop their skills and knowledge at each stage of their education in a smooth progression.

The curriculum content is woven through these Pathways and takes the learners towards independence. Each learner's progress along the Pathways is individual to the learner; designed to meet their developmental needs in an ongoing way and support their transitions through each Stage of their life at Cann Bridge School and Post Bridge College.

### Phase 1 Early Years Foundation Stage and Key Stage 1

The learners in EYFS and Years 1 and 2 will follow the Foundation Curriculum a curriculum defined by the learning areas of the EYFS curriculum.

This curriculum enables the learners to engage in the learning opportunities offered and to develop skills and understanding in the basic concepts which are required for learning in more recognisable subject areas to be developed.

This educational stage will establish a baseline from which ongoing learning is planned and progress is measured.

### Phase 2 Key Stage 2 and Key Stage 3

On completion of the baseline of skills assessment, at the end of Year 2, learners will follow one of two Curriculum Pathways. Learners who are developing early concepts and gaining an understanding of how they communicate with, explore, learn about and control their world, will continue to develop their skills and understanding following the Discovery Curriculum. Learners who have reached a developmental level allowing them to generalise learnt skills within a known environment and to combine concepts to make appropriate choices and decisions will move onto the Perceptive Curriculum and access learning through more discrete traditional subject based learning.

During this educational stage the pupils will continue to develop skills throughout the curriculum and may move from the Discovery curriculum to the Perceptive curriculum if the level of skill development shows that this is appropriate.

### Phase 3 Key Stage 4 and Post 16

At 14 Learners will begin to follow the Proficiency Curriculum completing a programme of study, which will prepare them for Post 16 Education at Post Bridge College or elsewhere.

Post Bridge College students continue to follow the Proficiency curriculum at an increasingly personalised level, to further develop their independent life skills and prepare for life after full time education.

<b>The Foundation Curriculum</b> Thinking and Doing	
Communication and Language, Physical Development Personal, Social and Emotional Development Literacy, Mathematics, Understanding the World Expressive Arts and Design	
<b>The Discovery Curriculum</b> Exploring and Succeeding	<b>The Perceptive Curriculum</b> Learning about Life
Communicating Finding Out Me and You Looking after Myself	Language and Literacy Understanding the World Work, Pastimes and Leisure Me and Relationships
<b>The Proficiency Curriculum</b> Using my Learning	
Functional Skills Me and My Community Work Related Learning Health and Wellbeing	

<b>The Foundation Curriculum</b>				
<b>Thinking and Doing</b>				
Prime Areas	Communication and Language	Physical Development	Personal, Social and Emotional Development	
Specific Areas	Literacy	Mathematics	Understanding the World	Expressive Art and Design
Year -1 to Year R Individually bespoke learning opportunities, planned using the learners' interests and designed to consolidate, extend and generalise knowledge, concepts and skills.				
Year 1 to Year 4 Bespoke learning opportunities, planned using the learners' interests and designed to consolidate, extend and generalise knowledge, concepts and skills, delivered through a thematic approach to ensure a good breadth of learning opportunities. In Year 1 and Year 2, assessment will be in the learning areas of the Early Years Curriculum. At the end of Year 2, pupil assessment will provide a baseline for their onward curriculum path in KS2/3.				

<b>The Discovery Curriculum</b>			
<b>Exploring and Succeeding</b>			
Communicating	Finding Out	Looking after Myself	Me and You
Functional communication	Exploring and testing Showing understanding Generalising concepts Trying new things	Development of gross and fine motor skills Completing physical activity Getting dressed/undressed Improving personal and social skills	My emotions Taking turns and sharing Following instructions Getting help Developing relationships Staying safe
<b>The Perceptive Curriculum</b>			
<b>Learning about Life</b>			
Language and Literacy <i>Communication and Literacy skills</i>	Understanding the World <i>Mathematics, Science, ICT, Humanities, MFL</i>	Work, Pastimes and Leisure <i>Art, PE, Technology, Music</i>	Me and Relationships <i>PSHE, RE, British Values, Citizenship</i>
How can I let people know? How do I know what to do and when to do it? How does communication help me find things out?	Why does that happen? How does it work? How do I store information? How do I find out? Where can I buy/get what I need?	What jobs can I do? How can I fill my time? What can I do with money? How can I travel?	What feelings do I have? How do I keep safe? Who can help me? How do I stay healthy? What is good to eat? How do I find and make friends?

<b>The Proficiency Curriculum</b>			
<b>Using my Learning</b>			
Functional Skills <i>Communication, Literacy and numeracy skills</i>	Me and My Community <i>Getting out and using the environment</i>	Work Related Learning <i>Doing a job</i>	Health and Well-being <i>Keeping myself well</i>
Reading signs Writing for a purpose Numeracy for life Data collection Using money	Using shops Using Cafes Using public transport Using community places	Following instructions to complete an activity Working on my own Working as a team	Choosing a physical activity Choosing a healthy diet Using my leisure time well

## The Foundation Curriculum Phase 1 - Yr-1 to Yr2

### Thinking and Doing

The Foundation Curriculum seeks to provide a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly to ensure that each child's individual needs are met.

The Characteristics of Effective Learning weave between all areas of learning, these underpin learning and development across all areas and support the child to remain an effective and motivated learner.

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Pupils in Yr-1-R will follow the EYFS statutory framework. Pupils in Yr1-4 will continue their work in the 7 areas of learning expanding their skills across all areas.

The Prime Areas: are fundamental, work together, and move through to support development in all areas.

- Personal, Social and Emotional Development - involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
- Communication and Language - Communication and language development involves giving children opportunities to experience a communication rich environment; to develop their confidence and skills in expressing themselves; to develop their understanding and to communicate (using an appropriate expressive system), listen and attend in a range of situations
- Physical Development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food

The Specific Areas: include essential skills and knowledge for children to participate successfully in society.

- Literacy - Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
- Mathematics - involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure
- Understanding the World - involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- Expressive Art and Design - involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

## **The Discovery Curriculum Phase 2 - Yr5 to Yr9**

### **Exploring and Succeeding**

The aim of the Discovery Curriculum is to support the learners in developing their interest in the world and to build their skills towards being as independent as possible in all areas.

- **Communicating** – learners will develop their skills in functional communication.  
The school accepts that many learners will begin their time at Cann Bridge with communication techniques, which either mean that their needs may not be met, due to the inability of others to understand the communications and then relate these to the function required. Alternatively, the learners may have individualised communications that a small number of people know and thus limit the interactions the learners can have.  
The school uses a total communication approach in a behaviourist manner, to build the learners formal communication techniques. The communication styles we aim to support the learners in developing are, PECS, Makaton, speech and the use of appropriate augmented speech devices, such as an iPad with an appropriate program for the learner; in this area of learning we work in partnership with our Speech and Language Therapy colleagues.
- **Finding Out** – learners will develop skills in exploration and controlling their surroundings.  
In this area of the curriculum, the learners are developing their skills in exploring the world around them and discovering how they can influence the world. Learners are supported through a play-based approach in the early years and an increasingly structured timetable that is based on the schools' knowledge of the learners' interests and needs. This will enable learners to work out how they can access the important parts of their environment and how to use their communication skills to give appropriate control of their environment.
- **Me and You** – learners will develop skills in building safe and secure relationships with the important people in their life.  
Through the structured approach to communication and behaviour support, the learners will gain skills and understanding in how relationships develop. They will grow the ability to interact with others with increasing positivity and begin aligning to social norms leading to the development of positive stable relationships from which both parties gain emotional support and stability.
- **Looking after Myself** – learners will develop their skills in self-help and personal care.  
Through structured teaching approaches, learners will develop in the early areas of self-help, such as dressing and eating. The school will also work closely with families and appropriate agencies to develop learners' skills in the areas of personal care. Learners will develop their skills and understanding in accessing new environments and using different forms of transport in order to support them in the transition to adulthood.

## **The Perceptive Curriculum Phase 2 - Yr5 to Yr9**

### **Learning from Life**

This Perceptive Curriculum is designed to lead learners towards increased levels of independence in their learning, their relationships, their work skills and their ability to make appropriate life choices. The information gained from assessment will form part of the ongoing documentation, which will transfer with learners to the next stage of their life.

- Language and Literacy – learners will improve their literacy skills in the areas of speaking and listening, reading and writing, developing these skills to as high a level as possible.

The school will offer differentiated levels of work and support which allow individual learners to develop their functional communication in the appropriate format, to increase their skills in understanding the meaning of symbols or text, and in transmitting information to others in an appropriate format, eg writing, typing, PECS.

- Understanding the World – learners will enhance their knowledge about why the world is the way it is.

In this area learners will further develop their understanding of numeracy through learning more about numbers and how to use them, money, they will improve their investigative skills and discover more about the world and how they are affected by others as well as what they can influence.

This area will broaden learners' horizons through being able to access wider environments in person, or through appropriate media, and in discovering about the physical and historical world around them.

- Work, Pastimes and Leisure – learners will engage in a wide variety of activities which lead them to be able to make informed choices about work and leisure time pursuits.

At all points of their learning, the ability to make informed choices and personal decisions will be of paramount importance; learning through mistake and retrial is an important life lesson for everyone.

The learners will have access to a wide range of opportunities in sporting activities, leisure pursuits and pastimes and be encouraged to use their voice to say which of these they like. They will also learn that others like different doing things and activities, and each individual has the right to make their own informed choice and engage in appropriate and legal activities.

- Me and Relationships – learners will gain the skills to look after themselves and make safe and healthy choices.

The learners will develop their work related work skills through accessing a range of activities across their timetable. They are given opportunities to engage in a range of leisure pursuits and pastimes and will be able to identify what type of activities they enjoy and could possibly continue in later life to complement their education or work role. They will learn about their rights and responsibilities with British society and their role within society.

## **The Proficiency Curriculum Phase 3 - Yr10 to Yr13 (14)**

### **Using my Learning**

At this phase the curriculum is designed to support learners to use the skills and knowledge they have gained in order to develop their life skills in the wider environment and further increase their levels of independence.

The information gathered during this phase will be vital in supporting the learners in the next stage of their life. The content delivery will be through functional skills development and a range of topics and modules; achievement is recognised through appropriate forms of internal and external assessment, including: ASDAN, the Arts Award and also the Duke of Edinburgh Award.

- **Functional Skills** - Learners will be encouraged to use and develop their functional communication and literacy skills, to develop their understanding of exchange, and the use of money and numeracy skills in real-life situations. Applying and further developing the skills they already have will be a priority in Post 16 education and will aim to prepare them for the next step. They will be given opportunities to communicate in a variety of suitably challenging situations, continuing to use a total communication approach, nurtured in earlier years. Learners will be given the chance to use individual skills to meet the needs of the team goals, ensuring that each learner is supported to develop at an appropriate pace. Where possible, functional skills are reinforced through modules of work completed in the other pathways.
- **Me and My Community** - Learners will further develop their understanding of themselves, the wider world and their role in it. Learners will be given the chance to take an active role in the Post Bridge College community and understand what it is to make a valuable contribution. The curriculum will offer opportunities to participate in community events and on-going activity programmes enabling the learners to develop and demonstrate their personalities and allowing them to grow as individuals.
- **Work Related Learning** - Learners will undertake a variety of activities developing work related learning. This will begin in the school environment and the programme can develop through stages to allow some students to access work opportunities in the local community. Work related learning is structured to provide small steps of learning, from learning the necessary skills to provide part of a service within the school to interacting with unfamiliar members of the public in an unfamiliar environment. Work skills and small steps activities are personalised to enable everybody to contribute in an appropriate way.
- **Health and Well-being** - Learners will be supported to make choices for themselves regarding their life and to develop their understanding of what is required to lead a full and healthy lifestyle. Learners will have opportunities to shop and cook for themselves as well as make choices about what they eat in a variety of settings including cafes and restaurants. Learners will draw on previous experience to create a personalised exercise and activity programme which motivates them and enables them to be physically active.

## Rolling Programme - Themes, Topics and Modules

### Phase 1 (Year groups 1 – 4)

	<b>Theme</b>				
1	Flexible themes linked to the children’s interests and fascinations				
2	Out and About	Monsters	Opposites	Tales	Caring
3	Adventure	Animals	Colour World	Fantastic Me!	Action
4	Around the World	Senses	Movement	Exploring & Investigating	Changes

### Phase 2 (Year groups 5 – 9)

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
5	Seasonal Festivities	Adventures and Bravery	Animals of the World
5b	Out of this World	Under the Sea	Fantastic Families
6	Myths and Monsters	All about India	Journeys and Travelling
6b	Human Beings	Imagine That	Growing Up
7	The Victorians	Stuff and Nonsense	The Great Outdoors
8	Exciting Earth	Terrible Tudors	Pirates
9	Helping out	On the Other Side of the World	Roots
9b	World War Two	South America	Magic and Mystery



### Phase 3 (Years 10 – 13/14)

Functional Skills	Me and My community	Work Related Learning	Health and Wellbeing
<ul style="list-style-type: none"> <li>• Speaking and listening               <ul style="list-style-type: none"> <li>○ Understanding and comprehension</li> <li>○ Understanding instructions</li> <li>○ Speaking for audience</li> </ul> </li> <li>• Reading</li> <li>• Writing</li> <li>• Numeracy</li> <li>• Money               <ul style="list-style-type: none"> <li>○ Pay</li> <li>○ Budgeting</li> <li>○ Saving</li> <li>○ Spending</li> </ul> </li> <li>• Data handling</li> <li>• Measure               <ul style="list-style-type: none"> <li>○ Weight</li> <li>○ Length</li> <li>○ Distance</li> <li>○ Time</li> </ul> </li> <li>• Time               <ul style="list-style-type: none"> <li>○ Diary work</li> <li>○ Analogue clock</li> <li>○ Digital clock</li> </ul> </li> <li>• Using ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Using community services</li> <li>• Preparing for an activity – getting ready</li> <li>• Using leisure time               <ul style="list-style-type: none"> <li>○ Horticulture</li> <li>○ Creativity, Art &amp; Music</li> </ul> </li> <li>• Using transport</li> <li>• Food technology               <ul style="list-style-type: none"> <li>○ Using my kitchen - equipment and hygiene</li> <li>○ Meal preparation</li> </ul> </li> <li>• Understanding likes and dislikes – mine and other peoples</li> <li>• Interaction in social environments</li> <li>• Taking responsibility for my environment               <ul style="list-style-type: none"> <li>○ Communal living</li> <li>○ Outdoor learning</li> </ul> </li> <li>• Others in my community               <ul style="list-style-type: none"> <li>○ British values</li> <li>○ Cultural awareness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Manufacture - making</li> <li>• Retail – selling</li> <li>• Public relations               <ul style="list-style-type: none"> <li>○ Advertising</li> <li>○ Getting feedback</li> </ul> </li> <li>• Customer service               <ul style="list-style-type: none"> <li>○ Working with money - cashier skills and handling accounts</li> </ul> </li> <li>• Data handling               <ul style="list-style-type: none"> <li>○ Taking orders - following instructions</li> <li>○ Stock control, supply and demand – have we got enough?</li> </ul> </li> <li>• Food preparation (feeding others)               <ul style="list-style-type: none"> <li>○ Hygiene</li> <li>○ Quantity/portion control</li> </ul> </li> <li>• Job role awareness               <ul style="list-style-type: none"> <li>○ Completing my job</li> <li>○ Time keeping</li> <li>○ Interviews</li> <li>○ Application forms</li> <li>○ Appropriate equipment</li> <li>○ Appropriate clothing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Personal safety               <ul style="list-style-type: none"> <li>○ Roads</li> <li>○ Sun</li> <li>○ In the home</li> <li>○ New places - town, moor and coast</li> </ul> </li> <li>• Relationships</li> <li>• Sex education</li> <li>• Developing a healthy lifestyle               <ul style="list-style-type: none"> <li>○ Individual exercise programme</li> <li>○ Healthy diet</li> </ul> </li> <li>• Taking responsibility for my environment               <ul style="list-style-type: none"> <li>○ Household jobs</li> </ul> </li> </ul>

## Phase 1 Curriculum and Assessment Areas

Developing independence						
Communication & Language	Physical Development (PD)	Personal Social & Emotional Development (PSED)	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Listening and attention	Moving and handling	Making relationships	Reading	Numbers	People and communities	Exploring and using media and materials
Understanding	Health and self-care	Self-confidence and self-awareness	Writing	Shape space and measure	The world	Being Imaginative
Speaking		Managing feelings and behaviour			Technology	

## Phase 2 Curriculum and Assessment Areas

Developing independence			
Communicating and Language and Literacy	Looking after Myself and Personal Health and Social Education	Finding Out and Understanding the World	Me and You and Work Pastimes and Leisure
<b>Communication</b> <ul style="list-style-type: none"> <li>• Speech</li> <li>• PECS</li> <li>• Makaton</li> <li>• Gesture</li> </ul>	<b>Keeping Safe</b> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Knowing who can help</li> <li>• Knowing what to do</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Number and counting</li> <li>• Money</li> <li>• Arithmetic</li> <li>• Shape and direction</li> <li>• Weights and measures</li> <li>• Using functional numeracy</li> </ul>	<b>Art</b> <ul style="list-style-type: none"> <li>• Making choices</li> <li>• Expressing opinions</li> </ul> <b>Knowing</b> <ul style="list-style-type: none"> <li>• What</li> <li>• Who</li> <li>• How</li> </ul>
<b>Language</b> <ul style="list-style-type: none"> <li>• Comprehension of language</li> <li>• Language levels</li> <li>• Following instructions</li> </ul>	<b>PSHE</b> <ul style="list-style-type: none"> <li>• Making good decisions</li> <li>• Caring and sharing</li> <li>• Working with others</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>• Exploring</li> <li>• Working things out</li> <li>• Knowing why</li> <li>• Solving problems</li> </ul>	<b>Technology - DT/FT</b> <ul style="list-style-type: none"> <li>• Following instructions</li> <li>• Independent living skills</li> <li>• Solving problems</li> <li>• Working things out</li> <li>• Knowing why</li> </ul>
<b>Literacy</b> <ul style="list-style-type: none"> <li>• Phonic level</li> <li>• Reading level</li> <li>• Pre writing skills</li> <li>• Writing skills</li> <li>• Using functional literacy</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>• Valuing others</li> <li>• Knowing about different cultures</li> <li>• Accepting differences</li> </ul>	<b>Humanities – Geography/History/MFL</b> <b>Knowing</b> <ul style="list-style-type: none"> <li>• Where</li> <li>• When</li> <li>• What</li> <li>• Who</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>• Making choices</li> <li>• Expressing opinions</li> <li>• Following instructions</li> <li>• Team work</li> </ul>
	<b>PE</b> <ul style="list-style-type: none"> <li>• Healthy lifestyle</li> <li>• Working with others</li> </ul>	<b>ICT</b> <ul style="list-style-type: none"> <li>• Control</li> <li>• Recording information</li> </ul>	

**Phase 3 Curriculum and Assessment Areas**

<b>Developing independence</b>			
<b>Functional Skills</b>	<b>Me and My Community</b>	<b>Work Related Learning</b>	<b>Health and Wellbeing</b>
<ul style="list-style-type: none"> <li>• Speaking and listening</li> <li>• Reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for an activity – getting ready</li> <li>• Using community services</li> <li>• Using transport</li> </ul>	<ul style="list-style-type: none"> <li>• Manufacture - making</li> <li>• Retail – selling</li> <li>• Public relations</li> <li>• Customer service</li> <li>• Data handling</li> </ul>	<ul style="list-style-type: none"> <li>• Personal safety</li> </ul>
<ul style="list-style-type: none"> <li>• Number work</li> <li>• Money</li> <li>• Data handling</li> <li>• Measure</li> </ul>	<ul style="list-style-type: none"> <li>• Using my leisure time</li> <li>• Food technology</li> </ul>	<ul style="list-style-type: none"> <li>• Food preparation (feeding others)</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Sex education</li> </ul>
<ul style="list-style-type: none"> <li>• Understanding time</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding likes and dislikes – mine and other peoples</li> <li>• Interaction in social environments</li> </ul>	<ul style="list-style-type: none"> <li>• Job role awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a healthy lifestyle</li> </ul>
<ul style="list-style-type: none"> <li>• Using ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Taking responsibility for my environment</li> <li>• Others in my community</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding getting paid</li> </ul>	<ul style="list-style-type: none"> <li>• Taking responsibility for my environment</li> </ul>