



St Michael's
C.E. Primary School

The Bridge Curriculum and Provision Overview



"Courage to Flourish in the Love of God"

CURRICULUM AND PROVISION OVERVIEW

A personalised KS2 provision supporting regulation, relationships and successful access to learning within St Michael's CE Primary School.

PURPOSE AND PUPILS

The Bridge supports children in Years 3–6 whose primary needs are social, emotional and mental health (SEMH). Some children also have autism spectrum condition (ASC), ADHD, speech and language needs or other additional needs. These pupils may find the demands, sensory input or social expectations of the mainstream classroom difficult to manage.

The provision offers a calm, structured environment, trusted adults and individual or small-group teaching. Its purpose is to help children regulate, engage in learning, experience success and develop the skills and confidence to participate more fully in school life.

AN INCLUSIVE, FLEXIBLE MODEL

Children remain members of their mainstream classes. Some spend most of their day in The Bridge; others attend part time and return to their mainstream classes for curriculum opportunities appropriate to their learning and individual needs. Each child's timetable identifies where learning and support take place, including access to break and lunch with mainstream peers.

The balance between Bridge and mainstream learning is personalised and reviewed. Greater participation in mainstream learning is supported where appropriate, alongside the continuing provision needed for the child to succeed.

ENTRY AND EXIT CRITERIA

Entry: Children access The Bridge when their SEMH needs create significant barriers to learning or participation in the mainstream classroom, despite support and adaptations. Decisions are made jointly by school leaders, the SENCO and relevant staff, informed by assessment, including Boxall Profiles, and discussion with the child and parents/carers. Access may be for most of the day, particular lessons or targeted support.

Review and exit: Provision is reviewed using Boxall Profiles, learning assessments, progress towards individual targets and staff observations. Time in The Bridge is reduced when evidence shows that the child can access more mainstream learning successfully with appropriate support. Changes are gradual and personalised, with continued pastoral support and monitoring.

PRINCIPLES UNDERPINNING PROVISION

- Regulation and relationships: predictable routines, co-regulation and trusted adults help children feel secure and ready to learn.
- Ambitious, personalised learning: teaching builds from each child's starting points while maintaining access to a broad curriculum.

- Communication and independence: children learn to express needs, ask for help, use regulation strategies and complete tasks with increasing independence.
- Belonging and participation: children maintain relationships with their peers and take part in the wider life of the school.
- Shared responsibility: Bridge staff and mainstream teachers work together on planning, assessment and next steps.

ACCESS TO THE SCHOOL CURRICULUM

The Bridge curriculum connects to the school's curriculum and each child's mainstream class planning. Some children learn the same content as their peers through 1:1 or small-group teaching. For others, content, task demands and learning steps are adapted to their developmental stage, prior learning and identified needs.

Adaptation may include explicit vocabulary teaching, visual support, practical resources, shorter tasks, repetition, modelling and supported practice. Scaffolds are adjusted as children become more confident and independent. EHCP outcomes and SSPP/SEND Support targets inform personalised teaching and intervention.

Curriculum strand	How it is provided
English and mathematics	Children access learning in The Bridge and/or their mainstream class, depending on their individual needs. Teaching may follow the same content as their peers through 1:1 or small-group support, or be adapted to their assessed learning needs.
Foundation subjects	Children access a broad curriculum linked to mainstream class planning. Lessons may take place in The Bridge or their mainstream class, depending on the child, the subject and the support required.
Personal development	Communication, emotional understanding, relationships, regulation and independence are developed through daily routines, curriculum learning and targeted interventions, according to individual needs.

DAILY STRUCTURE REFLECTED IN THE CURRENT TIMETABLES

The following outlines the provision available. Each child follows an individual timetable and may access learning in The Bridge or their mainstream class at different points throughout the day.

- Arrival: regulation activities and a predictable start help children prepare for the day; targeted sensory circuits are included for identified pupils.
- Collective worship: participation is arranged as shown on individual timetables, including worship in class.
- Morning: 1:1/small-group core teaching, independent provision activities and targeted work towards EHCP/SSPP outcomes.
- Break and lunch: access to mainstream peers, with timings and adult support planned around individual needs.
- Afternoon: foundation curriculum teaching, handwriting and spelling, personalised target work and selected mainstream lessons.

Interventions are coordinated with teaching so that children retain meaningful access to their curriculum.

SEMH, COMMUNICATION AND SENSORY PROVISION

Support is selected according to assessment and individual targets. Children access the interventions relevant to their needs; the full offer is not a fixed programme for every child.

Provision	Purpose and application
Daily regulation and co-regulation	Emotional check-ins, predictable routines, movement or regulation breaks and adult support help children recognise feelings, return to calm and re-engage with learning.
ELSA	Targeted emotional literacy support develops understanding of feelings, coping strategies, confidence and relationships, linked to individual SEMH needs.
LEGO-based pastoral work	Structured collaborative activities develop communication, turn-taking, cooperation, problem-solving and positive peer interaction.
Speech and language support (SALT)	Targeted practice addresses assessed speech, language and communication needs, informed by speech and language advice where available. Strategies are reinforced during everyday teaching and interaction.
Sensory circuits	Planned sensory and movement activities support readiness for learning for identified children. Timing and activities are matched to individual needs and reviewed in light of their response.
EHCP/SSPP target work	Dedicated support addresses personalised outcomes and small steps, with opportunities to apply the skills across learning, social time and mainstream participation.

LEARNING ENVIRONMENT

The Bridge includes a teaching area for focused adult-led learning and provision stations linked to curriculum content and regulation. The environment supports clear routines, manageable sensory demands and purposeful engagement.

- Teaching area: explicit teaching, modelling, discussion and supported practice for individual pupils or small groups.
- Curriculum provision stations: practical tasks, independent practice, construction and other activities that reinforce planned learning objectives.
- Regulation provision: access to appropriate calming resources, sensory tools and movement, alongside adult support to return to learning.
- Clear organisation: visual timetables, accessible resources and preparation for transitions support understanding and independence.

SEND SUPPORT AND BELONGING PROFILES

Each child has a belonging profile—a pupil portrait capturing their strengths, interests, needs, views and what helps them feel safe, included and ready to learn. Bridge and mainstream staff use these profiles to inform teaching, communication, regulation support and transitions, ensuring a consistent, personalised approach.

Children receive targeted support towards their EHCP outcomes and SSPP targets through planned activities, interventions and everyday learning. Staff share observations and assessment information to review progress, identify next steps and adapt provision.

Relevant individual regulation, behaviour support and risk assessment plans inform consistent responses across The Bridge and mainstream settings.

PASTORAL SKILLS DEVELOPMENT AND PROGRESSION

The Bridge explicitly develops children's emotional awareness, regulation, communication, relationships, social problem-solving and independence. These skills are taught and practised through targeted pastoral interventions, curriculum learning, daily routines and supported interactions with adults and peers.

Progression is organised into developmental stages rather than year groups or fixed timescales. Children may be at different stages across the skill areas, and their ability to use a skill may vary depending on the setting, demands and level of regulation. Adult support remains available at every stage.

ASSESSMENT AND LINKS TO BOXALL PROFILES

An initial Boxall Profile identifies each child's SEMH strengths and areas for development. Staff use these findings, alongside the child's belonging profile and EHCP/SSPP targets, to select priority skills and agree specific next steps.

Boxall Profiles are used to assess each child's SEMH needs and progress, identify priorities and inform personalised targets. The progression table supports this assessment by showing how these skills develop in everyday situations. Staff observations provide practical evidence of progress alongside initial and review Boxall Profiles.

Staff gather evidence during lessons, interventions, transitions and peer interactions. They record what the child can do, the support required and whether the skill is used across The Bridge and mainstream settings. Boxall Profiles are repeated at planned review points and considered alongside this evidence to evaluate progress, review targets and adapt provision.

PASTORAL SKILLS PROGRESSION

Staff record a starting stage and specific next step for each priority skill, supported by brief examples. Progress includes using skills more consistently, with greater confidence or across more settings, as well as recognising when to ask for help.

Skill area	Stage 1: Supported participation	Stage 2: Developing awareness	Stage 3: Applying skills	Stage 4: Using skills more widely
Recognising emotions	With a trusted adult, identifies feelings using conversation, visuals or situations relevant to their experience.	Identifies their feelings and associated body signals; begins to recognise triggers with prompting.	Explains how situations affect their emotions and recognises early signs of distress.	Recognises changing or mixed emotions across situations and communicates when support is needed.
Regulation and coping	Uses adult co-regulation and supported access to calming activities or a quieter space.	Recognises when they are becoming overwhelmed and uses a familiar strategy with prompting.	Selects a helpful strategy and returns to learning or social activity with support as needed.	Uses and evaluates strategies across settings, adjusts their approach and seeks additional support when needed.
Communicating needs	Communicates discomfort, difficulty or need through their preferred method, with adult support.	Requests help, clarification, reassurance or a break with prompting.	Explains what is difficult and identifies support or adjustments that help.	Communicates needs to different trusted adults, discusses options and agrees next steps.
Relationships and belonging	Builds trust with familiar adults and participates in supported activities with peers.	Practises listening, taking turns, respecting personal space and contributing to shared tasks.	Cooperates with peers, recognises boundaries and seeks support with friendship difficulties.	Maintains positive relationships across settings, respects differences and contributes to class and school life.
Social problem-solving	When regulated, discusses a difficulty with an adult and identifies what happened.	Recognises their own perspective and considers how others may have experienced the situation, with support.	Considers possible responses and their consequences; takes supported steps to resolve difficulties and repair relationships.	Uses constructive responses to disagreements, negotiates where appropriate and recognises when adult help is needed.
Confidence and independence	Attempts learning, routines or transitions with reassurance and clearly structured support.	Makes choices, begins familiar tasks and responds to manageable setbacks with encouragement.	Organises familiar tasks, manages transitions and persists by using strategies or asking for help.	Applies skills in less familiar situations, reflects on achievements and setbacks, and identifies appropriate next steps.

PEER RELATIONSHIPS AND TRANSITIONS

Children remain part of their mainstream classes. Some spend more time in The Bridge, while others are primarily based in class and access The Bridge at different points for particular lessons, interventions or regulation support. Arrangements are personalised to each child's needs. Children access break and lunch with

mainstream peers, with staff coordinating supervision, check-ins and support. Transitions between settings are prepared and supported according to individual needs.

ASSESSMENT AND PROGRESS

Assessment considers academic learning alongside SEMH development, communication, regulation, engagement and independence. Starting points inform each child's targets and provision; evidence gathered over time informs changes to teaching and support.

Assessment	How it informs provision
Boxall Profiles	Assess SEMH needs and identify priorities for targeted support. Review profiles alongside observations and other evidence to evaluate development and refine strategies.
Teacher assessment	Use observation, questioning, work samples and assessment against curriculum objectives to identify understanding, gaps and next learning steps.
NFER tests	Use school NFER assessments where appropriate to the child's learning level and access needs, alongside teacher assessment. Record relevant adaptations when interpreting results.
Continuum tracking	Capture small-step learning and developmental progress where children work below age-related expectations and this is the most appropriate assessment approach.
Personalised targets and participation	Review progress towards EHCP outcomes, SSPP/SEND Support targets and intervention goals. Consider ability to engage, communicate needs, regulate, work independently and participate with peers.
Intervention assessments	Assessments linked to ELSA, Little Wandle, IDL and Speech and Language Link etc. identify specific needs, establish starting points and track progress. These include individual ELSA targets and reviews, phonics assessments, IDL progress data and speech and language screening or reassessment. Findings inform next steps and decisions to continue, adapt or conclude support.

STAFFING AND SHARED PLANNING

The Bridge is staffed by a teacher and a teaching assistant (TA). Their timetables coordinate teaching, curriculum support, interventions and personalised target work. The TA also provides timetabled pastoral support for other pupils in school; staffing deployment therefore reflects the planned sessions rather than assuming both adults are available together throughout the day.

- Mainstream class teachers remain responsible for curriculum planning and provide learning objectives, resources and appropriately adapted work. Bridge staff deliver this learning, make responsive adjustments and share assessment information to inform subsequent planning.
- The Bridge teacher uses shared planning to deliver and adapt teaching, identify next steps and communicate learning and progress to class teachers.
- The TA supports learning and regulation and delivers timetabled interventions and target work, sharing observations and progress with the Bridge teacher and class teachers.

- Regular communication between staff supports consistent expectations, successful transitions and a shared understanding of each child's needs. The SENCO contributes to provision and review where appropriate.

REVIEWING EFFECTIVENESS

Reviews draw together Boxall Profiles, school assessment, continuum tracking, target progress and staff observations, alongside pupil and parent/carer views. They consider whether children are learning more, regulating more successfully, communicating their needs and participating with greater confidence and independence.

Review decisions inform teaching adaptations, intervention priorities, adult support and the balance of Bridge and mainstream learning. The aim is sustained academic and personal progress, with each child remaining connected to their class and the wider school community.