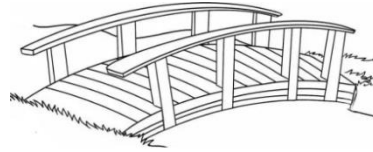


The Bridge



The Bridge is Neale-Wade Academy's in-house Alternative Provision facility designed to support the students that display the most challenging behaviours. The key focus of The Bridge is to address barriers to learning such as social, emotional and mental health (SEMH) needs with the aim of reintegrating all students back into mainstream lessons.

The curriculum is designed to provide frequent and meaningful success for our students. To take into account mainstream curriculum requirements whilst having the flexibility to provide a more personalised learning experience based on each individual's interests and unique needs. It will also provide opportunities outside of mainstream provision aimed to build confidence, self-esteem and motivation.

All students will start each day with a standards check where staff will ensure that students are prepared for the day and discuss any concerns that the students may have. This time is an opportunity for students to start the day positively by having breakfast as a group and to discretely learn social skills such as teamwork, cooperation and independence.

Key Stage 3 lessons are delivered via thematic learning where students engage with a topic. Each individual lesson will relate to that particular theme and subject areas will have the flexibility to plan their lessons based around the theme. This method is designed to immerse the student in the theme and remove any negative associations with individual lessons.

Key Stage 4 students will aim to achieve qualifications in the core subjects English, Maths and Science. In addition to this these students will be able to access a range of mainstream, vocational and alternative qualifications. These qualifications will be delivered in short chunks allowing for students to achieve a range of these qualifications and not be required to stay in The Bridge for longer than needed to finish the qualification. The courses chosen are designed to suit the needs of our learners and provide frequent opportunities for success.

All students will receive pastoral care in tutor time, through individual mentoring sessions and through the use of 'teachable moments'.

Students are expected to behave well at all times. Negative behaviours such as swearing, disruption and defiance will be challenged appropriately. In the curriculum tasks are designed to provide frequent opportunities for success and we expect students to engage in all activities. Due to the high ratio of staff to students there is an increased capacity for behavioural reflection and intervention and staff are able to provide parents with frequent updates regarding both positive and negative behaviours. Students work towards weekly achievable personal targets using the POTA (Progress Other Than Academic) that were previously barriers to their learning. Students that achieve their targets are invited to a weekly celebration activity as a reward for their success.

Aspire



Aspire is an additional in-house Alternative Provision area within The Bridge facility designed to support students with significant barriers to learning that are preventing them attending mainstream lessons such as school refusal, following long term school absence, severe social anxiety and other complex mental health conditions. Aspire is a calm and quiet working area where students feel safe and thrive in the small group environment. Similar to The Bridge the aim is to address these barriers to learning with the aim of reintegrating all students back into mainstream lessons.

The excellent student to teacher ratio ensures that students are given a large amount of attention and pastoral care. Staff will provide parents with frequent updates regarding engagement in learning.

In Aspire the curriculum is designed to provide frequent and meaningful success for our students. To take into account mainstream curriculum requirements whilst having the flexibility to provide a more personalised learning experience based on each individual's interests and unique needs. It will also provide opportunities outside of mainstream provision aimed to build confidence, self-esteem and motivation.

Where appropriate students will join lessons with other Bridge students as a first step towards mainstream reintegration.