PERSONAL DEVELOPMENT AND ENRICHMENT POLICY

Broadening experience. Building confidence.
Preparing for life.



RIVERSIDE BRIDGE SCHOOL

INSPIRE, EMPOWER, ACHIEVE

This policy forms part of the Riverside Bridge School Policy Framework
and should be read alongside any related policies, procedures and guidance.

RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

OUR COMMITMENT

At Riverside Bridge School, every policy reflects our commitment to creating a safe, inclusive and ambitious school community in which every pupil is valued, every voice matters and every family is respected and supported.

Our policies translate our values into consistent practice. They support high expectations, clear responsibilities, effective partnership and informed decision-making, ensuring that the needs, rights, wellbeing and future outcomes of our pupils remain at the heart of our work.

We work collaboratively, act with integrity and continually reflect upon and improve our practice to achieve the best possible outcomes for every pupil.

POLICY PRINCIPLES

Our Policy Principles underpin how we work together and guide the decisions and actions we take to support every pupil and their families.



POLICY PURPOSE & FRAMEWORK

Riverside Bridge School policies set out the expectations, responsibilities and approaches that support safe, consistent and high-quality practice across the school. They translate our values, statutory responsibilities and professional expectations into clear guidance for everyday decision-making and practice.

Each policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures, statutory guidance and school frameworks referenced within the document.

Policies apply to the members of the school community identified within each document, including staff, governors, parents and carers, volunteers, contractors and other professionals where relevant. Everyone is expected to understand and apply the requirements appropriate to their role and to seek further guidance where clarification is required.

CURRICULUM DRIVERS



Our Drivers provide a shared golden thread across curriculum, school life, policy and leadership, helping ensure that our decisions and practice remain focused on the experiences and futures we want for every pupil.

STATEMENT OF INTENT

This policy sets out Riverside Bridge School's approach to personal development and enrichment. It explains the principles, expectations, responsibilities and arrangements through which pupils are supported to develop identity, confidence, communication, relationships, independence, curiosity, participation and preparation for adulthood, while accessing a broad and inclusive range of experiences beyond the taught curriculum..

At Riverside Bridge School, personal development is fundamental to the education of every pupil. It is woven through the curriculum, relationships, communication, enrichment, community participation and preparation for adulthood.

We recognise that personal development is not a single subject or programme. It is the process through which pupils develop a stronger understanding of themselves, build relationships, explore interests, experience challenge, contribute to their communities and prepare for their future lives.

Our pupils have diverse communication, cognitive, sensory, physical and developmental profiles. Personal development must therefore be ambitious, accessible and responsive to the individual learner. Progress may be demonstrated through developing confidence, communicating a preference, building a relationship, trying something unfamiliar, making a decision, contributing to a group, taking responsibility or becoming increasingly independent.

Enrichment is an integral part of this entitlement. Riverside Bridge School provides pupils with opportunities that extend beyond taught curriculum content and broaden their experiences of the world. These include arts and culture, sport and physical activity, nature and the outdoors, civic engagement, life skills, community participation and opportunities to discover and develop individual interests and talents.

Pupils should not be excluded from these experiences because participation requires additional staffing, personalised communication, sensory adaptations, physical or medical support, personal care, accessible transport or a different way of taking part. Equality of opportunity does not mean that every pupil experiences enrichment in exactly the same way; it means removing barriers so that every pupil can participate meaningfully.

The school's Curriculum Drivers provide a coherent foundation for personal development: A Sense of Self, A Sense of Community, A Sense of Culture, A Sense of Wonder and A Sense of Future. Through these Drivers, the curriculum and wider school experience support pupils to develop identity and wellbeing, relationships and belonging, cultural understanding, curiosity and exploration, and increasingly ambitious preparation for adult life.

Our ambition is that every pupil leaves Riverside Bridge School with a stronger sense of who they are, greater confidence in communicating and participating, meaningful connections with others, wider experiences of the world and the greatest possible independence and agency for their future.

Our responsibilities to pupils

Riverside Bridge School has a responsibility to provide a broad, ambitious and inclusive personal development and enrichment entitlement that enables every pupil to experience, participate, contribute and prepare for adult life.

In delivering this responsibility, we will:

- embed personal development across curriculum learning, relationships, enrichment and everyday school life;
- provide a broad range of enrichment experiences across arts and culture, sport and physical activity, nature and the outdoors, civic engagement and life skills;
- ensure opportunities are age-appropriate and increasingly relevant to adult life as pupils mature;
- support pupils to discover interests, develop talents and experience enjoyment, challenge and achievement;
- provide opportunities for pupils to experience different people, places, activities, cultures and communities;
- promote communication, confidence, relationships, resilience, independence and self-advocacy;
- provide meaningful opportunities for pupil voice, choice, leadership and contribution;
- make reasonable adjustments and provide appropriate support so that disability or additional need does not unnecessarily restrict participation;
- consider communication, sensory, physical, health, emotional wellbeing and personal care needs when planning activities and experiences;
- promote participation in community life and increasingly meaningful preparation for adulthood;
- provide opportunities for personal challenge and recognised achievement where appropriate;
- work with families, community organisations and external partners to broaden pupils' opportunities;
- ensure enrichment and extra-curricular activity is planned within appropriate safeguarding, health and safety and risk-management arrangements;
- monitor participation and identify where individual pupils or groups may experience barriers to access;
- listen to pupils and families when developing the enrichment offer;
- evaluate the breadth, quality, accessibility and impact of personal development and enrichment provision.

Through these commitments, we aim to ensure that every pupil experiences a rich and purposeful school life that broadens their world, strengthens their sense of self and belonging, and supports them to communicate, participate and prepare for the future with increasing confidence and independence.

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Section 01

PERSONAL DEVELOPMENT AT RIVERSIDE BRIDGE SCHOOL

Developing identity. Building confidence. Enabling participation.

Personal development at Riverside Bridge School is concerned with the growth of the whole learner. It encompasses pupils' developing identity, communication, relationships, confidence, independence, curiosity, resilience, responsibility and ability to participate meaningfully in the world around them.

It is experienced throughout school life rather than confined to a particular lesson or curriculum area. Classroom learning, relationships with others, daily routines, community experiences, cultural opportunities, physical activity, enrichment, pupil leadership and preparation for adulthood all contribute to pupils' personal development.

A whole-school responsibility

Every adult has a role in supporting personal development. Staff do this through the relationships they establish, the expectations they communicate, the environments they create and the opportunities they provide for pupils to communicate, participate, make decisions and become increasingly independent.

This means that personal development may occur during a planned PSHE activity, but it may equally occur when a pupil makes a choice at lunchtime, communicates with an unfamiliar person in the community, participates in a performance, takes responsibility for a task, manages an unexpected change or contributes to a group decision.

Staff recognise these experiences as important opportunities for learning and development while ensuring that personal development remains purposeful rather than dependent upon incidental opportunities alone.

Personal and non-linear development

Personal development does not follow a single sequence and should not be understood through comparison with other pupils.

A pupil may demonstrate confidence and independence in one environment while requiring significant support in another. They may develop quickly in relationships but require much longer to become confident in unfamiliar situations. For some pupils, a significant step may be tolerating a new experience; for another, it may be independently organising, leading or evaluating that experience.

The school therefore recognises progress through the individual learner and the increasing breadth, depth, confidence and independence with which they participate in their life and learning.

Experience and opportunity

Rich experiences are particularly important for pupils who may have fewer opportunities to access activities, environments and communities independently outside school.

Personal development therefore requires both purposeful teaching and opportunities to experience the world directly. Pupils need opportunities to encounter new places, people, activities and ideas; develop interests; participate within groups and communities; experience appropriate challenge; and discover what they enjoy and value.

Personal development and enrichment

Enrichment is an integral part of personal development rather than an optional addition to it.

Riverside Bridge School's approach reflects the 2026 Enrichment Framework by recognising the importance of a broad, strategically planned and inclusive offer that provides pupils with opportunities beyond their usual experiences.

Enrichment may take place within the curriculum, alongside it, during the wider school day or through extra-curricular opportunities. What matters is that experiences have value for pupils and contribute to broadening interests, building confidence, strengthening relationships, developing skills or increasing participation.

This means enrichment is broader than after-school clubs. A community project, sporting event, cultural visit, outdoor experience, performance, pupil leadership opportunity, residential experience or practical life-skills activity may all contribute to the school's enrichment entitlement.

Equity of opportunity

Riverside Bridge School recognises that equal access does not mean identical participation.

Some pupils will require additional preparation, communication support, staffing, physical assistance, personal care, sensory adaptations, medical planning, adapted equipment or accessible transport to participate successfully. Others may initially need shorter experiences or repeated opportunities to develop familiarity and confidence.

These adjustments are part of enabling equitable participation and should not be viewed as reducing the value of the experience.

When barriers are identified, the starting point should be to consider what support or adaptation could enable participation rather than assuming that an activity is unsuitable because of a pupil's additional needs.

Through this approach, Riverside Bridge School seeks to ensure that every pupil has opportunities to develop a stronger sense of self, connect with others, discover interests, experience the wider world and develop the confidence and independence needed for their future.

Section 02

CURRICULUM DRIVERS

Connecting experience. Shaping development. Preparing for the future.

The Curriculum Drivers provide a consistent foundation for personal development across Riverside Bridge School. They help ensure that pupils' experiences extend beyond the acquisition of curriculum knowledge and contribute to their identity, relationships, understanding of the world and preparation for the future.

The Drivers are not separate subjects or programmes to be taught in isolation. They are themes that run through curriculum learning, enrichment and wider school life and help staff consider the broader developmental purpose of the experiences provided.

The school's Curriculum Drivers are:

- **A Sense of Self** supports pupils to develop identity, confidence, emotional awareness, communication and increasing autonomy. Pupils are given meaningful opportunities to express preferences, make choices, recognise their own strengths and interests and develop an understanding of themselves as individuals. As they mature, this develops into increasingly informed decision-making, self-advocacy and participation in decisions that affect their lives. Personal development should enable pupils to experience themselves as active participants rather than passive recipients of support.
- **A Sense of Community** develops pupils' understanding of relationships, belonging, responsibility and participation. Beginning with relationships with familiar people and participation within their class and school, pupils are supported to experience increasingly diverse communities and understand that they can contribute to them. Community participation may include local visits, collaborative projects, volunteering, enterprise, sporting and cultural events, interaction with community organisations and opportunities to contribute to causes or activities that matter to pupils. Through these experiences, pupils develop an understanding that being part of a community involves both belonging and contribution.
- **A Sense of Culture** enables pupils to encounter and participate in the richness and diversity of cultural life. Pupils experience different forms of art, music, performance, literature, food, traditions, celebrations, heritage and cultural expression. They are supported to recognise their own cultural experiences while developing curiosity about the lives and experiences of others. Cultural development should extend beyond simply learning that differences exist. Wherever possible, pupils should experience culture directly through participation, visits, performances, creative activity, interaction with others and engagement with the wider community. This contributes to pupils' understanding of diversity, identity and life in modern Britain.
- **A Sense of Wonder** promotes curiosity, exploration, creativity and enjoyment of the world. Pupils

are encouraged to encounter new experiences, investigate their surroundings, explore nature, engage creatively and discover activities and interests that bring enjoyment or fascination. For some pupils, this may begin through sensory exploration and shared experiences. For others, it may involve increasingly independent exploration, questioning, creative expression, outdoor challenge or developing a sustained personal interest. A Sense of Wonder is particularly important within enrichment because pupils cannot discover an interest or talent without first having opportunities to encounter it.

- **A Sense of Future** supports pupils to develop aspirations and prepare for increasingly active participation in adult life. It begins with foundations such as communication, choice, responsibility, independence and participation and becomes increasingly future-focused as pupils mature. Older pupils have opportunities to experience adult-life contexts through community participation, careers learning, enterprise, work-related experiences, travel, independent living skills and decisions about their future. A Sense of Future maintains the expectation that every pupil has a future in which they should be able to exercise the greatest possible choice, control, participation and contribution.

The drivers across school life

The Curriculum Drivers are deliberately interconnected. A community project, for example, may strengthen a pupil's Sense of Community while also developing their Sense of Self through increased confidence, their Sense of Culture through meeting different people and their Sense of Future through developing greater independence.

Staff are not expected to artificially attach every Driver to every activity. Instead, the Drivers provide a shared lens through which the school considers whether pupils are receiving a sufficiently rich range of experiences across their school journey.

Section 03

PERSONAL DEVELOPMENT THROUGH THE CURRICULUM

Embedding development. Applying learning. Increasing independence.

Personal development is embedded throughout Riverside Bridge School's curriculum rather than delivered through a single subject.

Some aspects are taught explicitly through areas such as PSHE and RSHE, SMSC, careers education and Preparing for Adulthood. Others develop through communication, physical development, creative learning, community participation and the relationships and routines that pupils experience throughout the school day.

Planned personal development

Personal development should be intentional. While valuable learning frequently emerges from everyday experiences, pupils should not depend upon chance encounters to develop important knowledge, skills and understanding.

Curriculum planning therefore provides opportunities for pupils to develop areas including identity, relationships, health and wellbeing, safety, independence, citizenship, cultural understanding, confidence and preparation for adult life.

The content and context of this learning mature with the pupil. A developmental learning profile should influence how something is taught, but should not result in older pupils repeatedly receiving experiences designed for younger children.

Personal development through everyday experience

The wider school day provides important opportunities for pupils to apply and deepen personal development learning.

A pupil may practise communication by ordering something in the community, develop responsibility by completing a classroom role, build confidence through performing to an audience or strengthen independence by managing part of a familiar routine with reduced support.

Staff recognise these moments as opportunities to enable pupils to use what they know in meaningful situations.

The emphasis is not simply on participating in an activity but on the learning and development that participation enables.

Communication and personal development

Communication is fundamental to personal development because it enables pupils to express identity, develop relationships, exercise choice, communicate boundaries, participate in groups and influence what happens in their lives.

Staff use each pupil's personalised communication approaches consistently across personal development and enrichment opportunities.

Particular attention is given to ensuring pupils have genuine opportunities to communicate preferences and refusal. Pupil participation should not be interpreted solely through compliance with an adult-directed activity.

Relationships and belonging

Positive relationships provide the foundation from which pupils can explore, take appropriate risks and experience new situations.

Personal development therefore takes place within environments where pupils are known, respected and supported to develop trusting relationships with others.

As pupils grow in confidence, opportunities extend beyond familiar relationships so that they can communicate and participate with a wider range of people within school, community and future-life contexts.

Increasing independence

Across the curriculum, adults seek opportunities for pupils to take increasing responsibility for their own participation.

Independence may involve completing a task without assistance, but it may also involve making a choice, initiating communication, directing another person, asking for support, using equipment, managing belongings or participating actively in personal care.

The aim is not independence at any cost. Appropriate support enables participation, and staff consider carefully when support can be reduced or adapted without compromising safety, wellbeing or meaningful access.

Section 04

ENRICHMENT ENTITLEMENT

Broadening experience. Discovering interests. Enabling access.

Every pupil at Riverside Bridge School is entitled to a broad range of enrichment experiences that extend their opportunities beyond the taught curriculum and enable them to discover interests, develop skills, build relationships and participate more fully in the world around them.

This entitlement reflects the principle within the 2026 Enrichment Framework that enrichment should be strategically planned, inclusive and available to all pupils rather than dependent upon circumstance or family access to opportunities outside school.

Enrichment as part of education

At Riverside Bridge School, enrichment is broader than extra-curricular clubs.

It includes purposeful experiences within and beyond the school day that expose pupils to activities, environments, people and opportunities they might not otherwise encounter.

These may include cultural visits, performances, sporting experiences, outdoor and nature-based activities, residential experiences, community projects, pupil leadership, enterprise, visiting specialists, creative opportunities, competitions, celebrations and extra-curricular clubs.

The school's enrichment offer changes over time in response to pupils' interests, opportunities within the community and the changing profile of the school. The policy therefore establishes the entitlement and principles rather than prescribing a fixed list of activities.

Breadth of opportunity

The school seeks to provide breadth across the areas identified within the national Enrichment Framework: arts and culture, sport and physical activity, nature and the outdoors, civic engagement and life skills.

These areas complement the Curriculum Drivers and provide a useful means of considering whether pupils experience sufficient variety across their school journey.

Breadth does not mean that every pupil must undertake every activity. Pupils should have opportunities to encounter different experiences, develop preferences and, where appropriate, pursue particular interests in greater depth.

Discovering interests and talents

An important purpose of enrichment is enabling pupils to discover what they enjoy and what they may be good at. For pupils with complex SEND, opportunities to discover interests can sometimes be restricted by accessibility, dependence upon adults or assumptions about what they will be able to participate in.

The school therefore seeks actively to introduce pupils to new experiences rather than relying only upon established interests.

Where a pupil demonstrates particular enjoyment, engagement or talent, staff should consider how further opportunities can enable that interest to develop.

Challenge and new experiences

Enrichment should provide appropriate opportunities for pupils to experience challenge and develop confidence.

Challenge will be different for each pupil. It might involve entering an unfamiliar environment, performing to others, participating in a residential visit, trying a new physical activity, working alongside unfamiliar people or taking responsibility for organising part of an event.

Pupils should be appropriately prepared and supported, but support should not remove every element of challenge. Developing confidence often requires experiencing something new and discovering that it can be managed successfully.

Enrichment across the school journey

Enrichment should mature with the learner.

Younger pupils may experience enrichment through play, exploration, local visits, creative activities, outdoor learning and shared experiences. As pupils grow older, opportunities should become increasingly age-appropriate and may include wider community participation, cultural and sporting experiences, residential opportunities, volunteering, enterprise, personal challenge and experiences connected with adult life.

This ensures that pupils continue to encounter new opportunities throughout their time at Riverside Bridge School rather than repeatedly experiencing the same activities simply because their developmental learning profile remains similar.

Section 05

A BROAD AND WELL-ROUNDED ENRICHMENT OFFER

Creating breadth. Extending opportunity. Developing interests.

Riverside Bridge School seeks to provide an enrichment offer that gives pupils access to a breadth of experiences across their school journey. The purpose is not to maximise the number of activities available, but to ensure that pupils encounter a sufficiently rich range of opportunities to discover interests, develop confidence, build relationships and experience different aspects of life beyond their usual routines.

In line with the 2026 Enrichment Framework, the school considers the breadth of its offer across five broad areas: arts and culture; sport and physical activity; nature and the outdoors; civic engagement; and life skills. These areas complement the Curriculum Drivers and provide a useful framework for reviewing whether pupils have access to a balanced range of experiences.

Arts and culture

Arts and cultural enrichment enable pupils to experience creativity, expression and the cultural life of their communities.

Opportunities may include music, drama, dance, visual arts, literature, performance, museums, galleries, cultural venues, festivals and experiences involving visiting artists or performers.

Participation is as important as exposure. Wherever possible, pupils should have opportunities to create, perform, respond, make choices and develop their own interests rather than only observing the work of others.

Sport and physical activity

Sport and physical activity contribute to physical health, emotional wellbeing, confidence, relationships and enjoyment.

The enrichment offer should provide opportunities beyond pupils' usual curriculum experiences and enable them to encounter different forms of physical activity. Activities should be adapted so that pupils with physical, sensory, communication or other additional needs can participate meaningfully.

For some pupils, achievement may involve developing a sporting skill or participating competitively. For others, it may involve greater confidence in movement, participation alongside peers, experiencing a new activity or discovering a form of physical activity they enjoy.

Nature and the outdoors

Experiences of nature and the outdoors provide opportunities for exploration, curiosity, physical activity, wellbeing and understanding of the environment.

Pupils should have opportunities to experience outdoor environments within and beyond the school site. As they develop, these experiences may extend into increasingly unfamiliar environments and greater levels of personal challenge.

Outdoor enrichment can also support pupils to develop confidence in accessing the wider community and experience environments they may not routinely encounter.

Civic engagement

Civic engagement enables pupils to understand that they are members of communities and can influence, participate in and contribute to them.

This may begin with making choices about class or school life and develop into pupil leadership, community projects, charitable activity, environmental initiatives, volunteering or contributing to decisions about issues that matter to pupils.

The emphasis is on meaningful participation. Pupils should not simply be represented by adults where they can be supported to communicate their own views or contribute directly.

Life skills

Life-skills enrichment provides opportunities to develop practical knowledge, confidence and independence through authentic experiences.

These experiences may involve cooking, shopping, travel, money, personal organisation, accessing services, enterprise, technology, community participation and other activities connected with everyday and adult life.

For older pupils in particular, life-skills enrichment should increasingly reflect the environments, responsibilities and decisions they are likely to encounter beyond school.

Balance across the offer

Not every enrichment experience will fit neatly within one category. A community gardening project, for example, may combine nature and the outdoors, civic engagement, physical activity, communication and practical life skills.

The five areas are therefore not used to create separate programmes. They help leaders evaluate whether the overall offer is sufficiently broad and whether particular areas or groups of pupils require additional opportunities.

Section 06

ACCESSIBILITY, INCLUSION AND PARTICIPATION

Removing barriers. Personalising support. Enabling participation.

Riverside Bridge School is committed to ensuring that enrichment is genuinely accessible to pupils with a wide range of needs.

The school recognises that barriers to participation can arise not only from the activity itself but from communication, transport, staffing, unfamiliar environments, sensory demands, physical access, personal care, health needs, cost or the way an opportunity is organised.

Planning should therefore begin by considering how participation can be enabled.

Reasonable adjustments and personalised support

Where a pupil requires additional support to participate, staff consider appropriate adjustments in relation to the individual and the activity.

This may include adaptations to communication, equipment, environment, duration or pace; additional preparation or familiarisation; physical or medical support; personal care arrangements; or an appropriate level of adult assistance.

Adjustments should preserve the purpose and dignity of the experience wherever possible. The aim is meaningful participation rather than simply being physically present.

Support and independence

The need for adult support should not automatically prevent a pupil from accessing an enrichment opportunity.

Some pupils may initially require significant support to participate safely and successfully. Staff should provide the support necessary while remaining alert to opportunities for the pupil to develop greater autonomy.

For example, an adult may initially support a pupil throughout an unfamiliar community activity but gradually reduce prompts, increase opportunities for independent communication or enable the pupil to take greater responsibility as confidence develops.

Participation, safety and individual risk

There may be occasions when an activity presents additional risks for an individual pupil. Decisions should be based on appropriate individual assessment rather than a general assumption that a pupil's needs

or individual responses make participation unsuitable. Where concerns arise, staff should consider whether adaptations, additional preparation, Positive Support approaches, changes to staffing or an alternative means of participation can reduce the identified barriers.

Safety remains essential, but risk management should support access to worthwhile experiences rather than unnecessarily restrict it.

Equity and participation

Leaders should consider patterns of participation as part of evaluating the enrichment offer.

This is particularly important because pupils requiring the greatest level of support can sometimes experience the fewest opportunities if access is not actively considered.

Where patterns suggest that particular pupils or groups are participating less frequently, the school should consider the reasons and whether additional action is required.

The objective is not identical participation statistics for every pupil, but confidence that differences in access arise from meaningful individual choices and needs rather than avoidable barriers within school provision.

Section 07

WIDER EXPERIENCES AND CULTURAL CAPITAL

Widening experience. Building understanding. Expanding horizons.

Riverside Bridge School recognises the importance of enabling pupils to experience people, places, ideas and activities that broaden their understanding of the world.
For pupils whose opportunities to access community, cultural or recreational experiences independently may be limited, the school's role in widening experience is particularly significant.
Cultural capital at Riverside Bridge School is therefore understood through access and participation rather than through a prescribed body of experiences that every pupil must complete in exactly the same way.

Cultural Capital 50

The school's Cultural Capital 50 provides a structured entitlement to a broad range of experiences across pupils' time at Riverside Bridge School.
It is designed to ensure that pupils encounter opportunities beyond their immediate or familiar experiences and that access to these opportunities is not dependent solely upon what may be available outside school.
The Cultural Capital 50 should remain responsive to pupils' age, interests and needs. Experiences should have educational and developmental value rather than becoming activities completed simply to satisfy a list. Staff should therefore consider what pupils gain from experiences, including increased confidence, curiosity, communication, independence, cultural understanding, enjoyment or willingness to participate in something unfamiliar.

Experiences beyond familiar environments

Pupils should progressively experience a range of environments beyond their classroom and school.
For younger pupils or those who find unfamiliar environments particularly challenging, this may begin with carefully planned local experiences and repeated opportunities to develop familiarity. As confidence and independence grow, pupils should have opportunities to access a wider range of community, cultural, recreational and natural environments.
The intention is to expand pupils' worlds over time while ensuring that experiences remain purposeful, safe and accessible.

Residential experiences

Where appropriate, residential experiences can provide particularly valuable opportunities for personal development. Being away from familiar routines and environments can enable pupils to develop confidence, relationships, independence, problem-solving and self-advocacy.

Residential experiences may also allow staff and families to recognise abilities that are less visible within familiar settings.

Participation should be planned carefully around individual communication, health, personal care, sensory, physical and emotional needs so that pupils can access the experience safely and with dignity.

Cultural diversity

The wider experiences provided by the school should reflect the diversity of modern Britain and enable pupils to encounter cultures, traditions, communities and perspectives beyond their immediate experience. Pupils should have opportunities to recognise aspects of their own identity and culture while developing respect, curiosity and understanding in relation to others.

Cultural enrichment should therefore move beyond occasional celebrations and contribute to pupils' broader understanding of the diverse society in which they live.

Section 08

PUPIL VOICE, LEADERSHIP AND CONTRIBUTION

Listening meaningfully. Building agency. Enabling contribution.

Pupil voice is an essential part of personal development at Riverside Bridge School. Every pupil should have opportunities to influence aspects of their own life and learning and, as appropriate, contribute to decisions within their class, school and wider community.

Pupil voice is understood broadly. It does not depend upon spoken language, literacy or the ability to participate in a conventional meeting. Staff recognise communication through each pupil's personalised communication system, as well as through choices, preferences, engagement, refusal and other intentional responses.

Meaningful pupil voice

Pupil voice should involve more than asking pupils what they think after adults have already made decisions. Wherever possible, pupils should have genuine opportunities to influence what happens.

This may include decisions about activities, enrichment opportunities, school events, their environment, personal goals and aspects of school development.

The level and nature of participation will vary, but the principle remains consistent: pupils should increasingly experience that their communication can have an effect upon the world around them.

Pupil leadership

Leadership opportunities enable pupils to develop responsibility, confidence, communication and a sense of contribution.

Riverside Bridge School provides a range of opportunities for pupils to take responsibility and contribute to school life. These may include the Student Council, peer-support roles, ambassador roles, environmental initiatives, cultural activities and other pupil-led projects.

The specific leadership opportunities offered may change over time in response to pupils' interests and school priorities. The important principle is that leadership should be meaningful and provide pupils with genuine opportunities to contribute rather than simply assigning a title or badge.

Leadership should also be understood in ways that are accessible to different learners. Leading may involve chairing a meeting or organising an event, but it may equally involve welcoming another pupil, demonstrating an activity, making a group choice, taking responsibility for equipment or representing the preferences of a class.

Contribution and social action

Pupils should experience themselves as people who can contribute to others and to their communities. Opportunities for social action, charitable activity, environmental projects, volunteering and community involvement can help pupils understand that they have something of value to offer.

As pupils mature, these experiences should increasingly support an understanding of citizenship, responsibility and participation in adult community life.

Section 09

Personal challenge, awards and achievement

Setting challenge. Recognising progress. Celebrating achievement.

Personal challenge provides pupils with opportunities to recognise their own development, experience success and work towards meaningful goals.

At Riverside Bridge School, challenge is understood in relation to the individual learner. An experience that is routine for one pupil may require significant confidence, persistence or independence from another. Achievement should therefore recognise personal growth rather than rely solely upon comparison with others.

Duke of Riverside

The Duke of Riverside provides a structured opportunity for pupils to experience personal challenge and achievement in a format that is accessible and meaningful within the school context.

Through appropriately designed challenges, pupils can develop areas such as independence, participation, communication, physical activity, community involvement, interests and contribution.

The programme should remain ambitious while allowing the nature of the challenge and the support required to reflect the individual pupil.

Duke of Edinburgh's Award

Where appropriate, pupils may participate in the Duke of Edinburgh's Award, enabling them to work towards nationally recognised achievement through activities involving personal development, skills, physical activity, volunteering and expedition or appropriately adapted challenge.

Participation should be planned around the individual learner. Appropriate adaptations and support should enable access while maintaining the integrity and intended challenge of the award.

Recognising achievement

Recognition can be a powerful means of helping pupils understand their own progress and develop pride in what they have achieved.

Certificates, awards, celebrations and accreditation may contribute to this, but recognition should not be limited to formal outcomes. Staff should also recognise the development that occurs through perseverance, increased independence, contribution, confidence and willingness to attempt something new.

The purpose is not to reward compliance or participation alone. Recognition should help pupils understand what they have achieved and, wherever possible, what enabled them to succeed.

Section 10

COMMUNITY PARTICIPATION AND PREPARING FOR ADULTHOOD

Building belonging. Increasing independence. Preparing for adulthood.

Community participation is both an important aspect of personal development and a central element of preparation for adult life.

Riverside Bridge School deliberately provides opportunities for pupils to learn within their communities because many of the skills required for adulthood cannot be developed fully within the school environment alone.

Learning in the community

Community learning enables pupils to apply communication, independence, social understanding and practical skills within authentic situations.

Experiences may involve accessing shops, cafés, leisure facilities, cultural venues, public services, parks, transport, workplaces and other community environments.

The purpose should extend beyond completing a visit. Staff consider what pupils are learning through the experience and how participation can become increasingly purposeful and independent over time.

For example, repeated access to a local café might develop from tolerating the environment and making a supported choice towards ordering, paying, communicating with unfamiliar adults and managing aspects of the experience with increasing independence.

Belonging and contribution

Community participation is not solely about learning to access services. Pupils should also experience themselves as members of communities who can contribute to them.

Through local projects, volunteering, environmental activity, events and partnerships, pupils can develop relationships beyond school and experience the value of contributing to shared activities.

This supports the school's ambition for pupils to be visible, valued and active members of their communities.

Preparing for Adulthood

Personal development and enrichment contribute to all four Preparing for Adulthood outcomes:

- Independent Living;
- Employment;

- Community Inclusion; and
- Health and Wellbeing.

These outcomes become increasingly explicit as pupils mature, but their foundations begin much earlier through communication, choice, relationships, independence, health, participation and responsibility.

Age and stage of life are important. Older pupils should experience increasingly adult-oriented environments, responsibilities and opportunities regardless of their curriculum pathway or developmental learning profile.

Enrichment therefore develops alongside the pupil. Experiences that are appropriate in the early years of school should not simply be repeated indefinitely. As pupils approach adulthood, the school considers how wider experiences can support greater autonomy, meaningful occupation, community participation, relationships, wellbeing and future aspirations.

Increasing independence beyond school

The long-term purpose of community learning is not for pupils to become dependent upon school staff to access the wider world.

Where appropriate, staff consider how support can evolve so that pupils develop greater confidence with different people and environments, communicate their own needs, make decisions and undertake aspects of activities with increasing independence.

For some pupils, adulthood will continue to involve significant support. Independence in this context may include directing that support, communicating preferences, exercising choice and having greater control over how they participate in their own lives.

Personal development therefore prepares pupils not for one predetermined version of independence, but for the greatest possible agency, participation and quality of life within adulthood.

Section 11

Extra-curricular clubs and activities

Exploring interests. Building relationships. Extending opportunity.

Extra-curricular activities provide pupils with additional opportunities to pursue interests, experience new activities, build relationships and develop confidence beyond their usual curriculum experiences.

Riverside Bridge School seeks to provide a varied programme of clubs and activities that complements the wider personal development and enrichment entitlement. The programme may change over time according to pupil interests, available expertise, community opportunities and the needs of the school population.

Purpose of extra-curricular provision

Extra-curricular activities should have a clear developmental and enrichment purpose while also providing opportunities for enjoyment.

Activities may enable pupils to develop an existing interest or encounter something completely new. They can provide different social groupings, opportunities to interact with pupils and adults beyond the usual class team and experiences that may not be possible within the taught curriculum.

The school therefore values both the developmental outcomes of participation and pupils' right to experience leisure, enjoyment and shared interests.

Choice and participation

Pupil interests and preferences should inform the development of the extra-curricular offer wherever possible.

Staff use appropriate communication approaches to enable pupils to express preferences and make meaningful choices. Where a pupil has limited previous experience of an activity, opportunities to try it should be provided before assuming that they are or are not interested.

Participation should not be used as a reward for compliance, attainment or compliance. Where barriers to participation arise, staff consider appropriate adaptations and support in accordance with the principles set out in Section 6.

Organisation of activities

Extra-curricular opportunities may take place before school, during lunchtimes, after school or at other appropriate times. Activities may be led by school staff or suitably approved external specialists and organisations.

Specific clubs, times, booking arrangements, charges and other operational information are communicated separately to families rather than prescribed within this policy. This enables the school to develop and adapt its offer in response to changing pupil interests and opportunities.

Before- and after-school childcare arrangements, including Breakfast Club where provided, are managed through the school's relevant operational procedures and are distinct from the enrichment entitlement established through this policy.

Communicating the enrichment offer

Riverside Bridge School ensures that pupils and families receive clear, timely and accessible information about enrichment and extra-curricular opportunities, including how pupils can participate. Information is provided in appropriate formats and through established school communication systems.

The school celebrates pupils' participation and achievement in ways that recognise individual progress, interests and accomplishments. Where appropriate, pupils are also supported to reflect upon their experiences, identify what they have enjoyed or learned and communicate interests they may wish to pursue further.

Section 12

WORKING WITH FAMILIES, PARTNERS AND EXTERNAL PROVIDERS

Sharing expertise. Building partnerships. Broadening opportunity.

Partnership with families and the wider community strengthens the range and quality of experiences available to pupils.

Riverside Bridge School seeks to develop relationships with organisations and individuals who can provide expertise, facilities, experiences and opportunities that extend beyond those available within school alone.

Working with families

Parents and carers have valuable knowledge of their child's interests, strengths, experiences and support needs. Their views can help the school understand what pupils enjoy, what opportunities they already experience outside school and where additional experiences may be particularly valuable.

The school communicates appropriate information about enrichment and extra-curricular opportunities and seeks to ensure that arrangements are clear and accessible to families.

Where an activity involves additional planning because of health, transport, personal care, accessibility or other individual needs, staff work with families and relevant professionals to support safe and meaningful participation.

Families may also contribute to the development of the wider enrichment offer through feedback, ideas, skills, cultural knowledge or connections with community organisations.

Community partnerships

Partnerships can broaden pupils' experiences and strengthen their connection with the communities in which they live.

The school may work with cultural organisations, sports and leisure providers, charities, community groups, environmental organisations, local services, businesses and other appropriate partners.

Partnerships should have a clear benefit for pupils. The quality, accessibility and relevance of an opportunity are more important than the number of organisations with which the school works.

Where possible, the school seeks to develop sustained relationships that enable pupils to become familiar with people and places and participate increasingly confidently over time.

External providers

External specialists and organisations may contribute to enrichment and extra-curricular provision where their expertise enhances the opportunities available to pupils.

The school remains responsible for ensuring that provision organised on its behalf is appropriate for our pupils. Relevant checks are completed and expectations relating to safeguarding, conduct, accessibility, health and safety and information sharing are established before provision begins.

External providers should be given sufficient information to understand the needs of participating pupils and the adjustments required, while ensuring that personal information is shared only where appropriate and necessary.

External expertise should complement the school's provision rather than reduce the school's responsibility for the quality, safety and accessibility of pupils' experiences.

Section 13

SAFEGUARDING, HEALTH AND SAFETY

Protecting pupils. Managing risk. Enabling participation.

The safety and wellbeing of pupils remain paramount throughout personal development, enrichment and extra-curricular provision. All activities are planned and delivered in accordance with the school's Safeguarding and Child Protection Policy and relevant health and safety procedures. Enrichment taking place beyond the school site is subject to the same safeguarding expectations as activity taking place within school.

Safeguarding

Staff and external providers must understand how to recognise and report safeguarding concerns and follow the school's established procedures. Where external adults work with pupils, the school ensures that appropriate safeguarding and safer recruitment requirements are met according to the nature of the activity and the individual's role. Pupils' communication needs are particularly important within safeguarding. Staff must remain attentive to changes in communication, regulation or engagement and ensure that pupils have accessible ways to communicate discomfort, refusal, concern or a need for help.

Risk and opportunity

Enrichment inevitably involves experiences beyond familiar routines and may sometimes involve an appropriate degree of risk. The purpose of risk management is not to remove all challenge but to enable worthwhile experiences to take place as safely as reasonably possible. Risk assessment should therefore be proportionate to the activity and the needs of participating pupils. Planning may consider the environment, transport, staffing, medical and physical needs, communication, sensory needs, personal care, regulation and emotional wellbeing alongside the particular risks associated with the activity.

Where an individual pupil presents additional considerations, these should be assessed individually. Decisions should consider whether reasonable adaptations or additional support can enable participation safely rather than moving automatically towards exclusion from the activity.

Health, medical and personal care needs

Pupils should not be unnecessarily prevented from participating because they require medical support, physical assistance or personal care. Appropriate planning should identify how these needs will be met safely and with dignity. Where necessary, relevant staff, families and health professionals should contribute to planning. Emergency arrangements should be appropriate to the activity and environment, particularly where pupils are participating away from the school site.

Section 14

ROLES AND RESPONSIBILITIES

Sharing responsibility. Maintaining ambition. Ensuring access.

Effective personal development and enrichment require shared responsibility across the school.

The Governing Body provides strategic oversight and seeks assurance that the school's personal development and enrichment provision is ambitious, inclusive, appropriately resourced and consistent with relevant statutory responsibilities.

The Headteacher and Senior Leaders are responsible for establishing a culture in which personal development and enrichment are recognised as an important part of pupils' educational entitlement.
They ensure that provision is appropriately led, resourced, monitored and connected to the wider curriculum and school priorities. Senior leaders also ensure that barriers to participation are identified and that safeguarding, equality and health and safety expectations are maintained.

Personal Development and Curriculum Leads work collaboratively to ensure that personal development is coherent across curriculum learning and the wider school experience.
They support the development of the enrichment offer, consider the breadth of opportunities available, monitor participation and impact and identify areas requiring further development.
Leadership of individual programmes or aspects of provision may be delegated appropriately without removing the school's collective responsibility for personal development.

Teachers and class teams have a particularly important role because they know pupils' communication, interests, strengths and support needs.
They support pupils to access opportunities, identify developing interests, prepare for new experiences, encourage appropriate independence and recognise the learning that occurs through participation.
Staff should avoid completing activities for pupils simply to achieve a successful-looking outcome. The pupil's meaningful involvement, communication, decision-making and development remain central.

Every member of staff contributes to a culture in which pupils are encouraged to participate, explore, communicate and take increasing responsibility.
Staff should model respectful relationships, maintain ambitious expectations and recognise that seemingly small opportunities for choice, contribution and independence can have significant developmental value for individual pupils.

Section 15

MONITORING, EVALUATION AND CONTINUOUS IMPROVEMENT

Evaluating breadth. Reviewing impact. Strengthening provision.

Riverside Bridge School monitors personal development and enrichment to ensure that provision remains broad, ambitious, inclusive and responsive to the changing needs and interests of pupils.
Evaluation considers both the opportunities that are available and the difference those opportunities make. The school does not judge the quality of enrichment simply by counting clubs, visits or activities. Leaders consider whether pupils are participating meaningfully, experiencing sufficient breadth and developing greater confidence, communication, independence, relationships, interests and engagement with the wider world.

Monitoring the breadth of provision

Leaders review the overall personal development and enrichment offer to ensure that pupils experience an appropriate range of opportunities across their school journey.
In line with the 2026 Enrichment Framework, this includes considering the breadth of opportunities across arts and culture, sport and physical activity, nature and the outdoors, civic engagement and life skills.
The Curriculum Drivers also provide a school-specific lens through which leaders consider whether experiences are supporting pupils to develop a Sense of Self, Community, Culture, Wonder and Future.
Monitoring should identify where aspects of the offer are particularly strong and where further opportunities may need to be developed.
The school may draw upon Department for Education Enrichment Provision Self-Assessment and Action Planning tools and other relevant frameworks to support periodic review against the national Enrichment Benchmarks and identify priorities for development.

Participation and equity

Participation information is considered carefully to identify whether individual pupils or groups experience barriers to accessing enrichment.
Lower participation should not automatically be interpreted as a problem. Pupils have different interests, needs and preferences, and meaningful choice includes the right not to participate in a particular activity.
However, where patterns indicate that pupils with particular communication, physical, sensory, health or support needs are consistently experiencing fewer opportunities, leaders should consider whether barriers within the school's provision can be addressed.

This reflects the school's commitment to equity: pupils who require the greatest level of support should not consequently receive the narrowest range of experiences.

Evaluating impact

Evidence used to understand the quality and impact of personal development and enrichment may include pupil voice, observations, Development Profiles, curriculum information, participation patterns, achievements, family feedback, staff reflection and evidence of increasing independence or generalisation.

The evidence gathered should be proportionate and useful. Staff are not expected to generate unnecessary records for every enrichment experience simply to demonstrate that an activity occurred.

The most important consideration is what pupils gained from the experience and how this informs future opportunities.

Pupil and family voice

Pupils should contribute to evaluating and shaping the enrichment offer using communication approaches appropriate to them.

Staff should consider not only formal feedback but pupils' choices, preferences, engagement, requests to repeat activities and responses to different experiences.

Parents and carers can also provide valuable information about changes they observe, interests pupils develop and opportunities that may be valuable in the future. Where appropriate, feedback from staff and external partners is also used to evaluate the quality, accessibility and impact of provision and inform future development.

Continuous improvement

Personal development and enrichment provision is reviewed as part of the school's wider cycle of curriculum evaluation and improvement.

Findings are used to refine the breadth of experiences available, address barriers to participation, develop partnerships, inform staff development and respond to pupils' changing interests and needs.

The enrichment offer should remain dynamic. Activities and partnerships may change, but the entitlement established within this policy remains consistent: every pupil should have access to rich experiences that broaden their world and support their personal development.

Section 16

RELATED POLICIES & FRAMEWORKS

Connecting practice. Strengthening consistency.

The Personal Development and Enrichment Policy forms part of Riverside Bridge School's wider curriculum and personal development framework and should not be read in isolation.

It should be read alongside:

- Curriculum Policy;
- Teaching, Learning and Assessment Policy;
- PSHE Education, Relationships and Sex Education and Health Education Policy;
- Careers Education, Information, Advice and Guidance and Work-Related Learning Policy;
- Preparing for Adulthood Policy;
- Total Communication Policy;
- Positive Support Policy;
- Safeguarding and Child Protection Policy;
- Educational Visits Policy;
- Medical Needs, Medication and Allergy Safety Policy;
- Accessibility Plan;
- Equality Information and Objectives; and
- SEND Information Report.

The policy is also informed by the Department for Education's Enrichment Framework for Schools and Colleges and other relevant statutory and non-statutory guidance.

Through rich curriculum experiences, arts and culture, physical activity, nature and the outdoors, community participation, life skills, pupil leadership, personal challenge and extra-curricular opportunities, pupils are supported to discover interests, build relationships, develop confidence and experience meaningful achievement.

The school recognises that access will not look the same for every learner. Some pupils will require significant adaptation and support to participate, but this should strengthen rather than diminish their entitlement to a rich range of experiences.

By combining purposeful personal development with ambitious and inclusive enrichment, Riverside Bridge School seeks to ensure that every pupil has opportunities to develop a stronger Sense of Self, Sense of Community, Sense of Culture, Sense of Wonder and Sense of Future.

Personal development and enrichment at Riverside Bridge School are about enabling pupils to experience more of the world and to develop their place within it.