PREPARING FOR ADULTHOOD POLICY

Building independence. Widening possibilities.
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 Preparing for Adulthood. It establishes the principles and expectations through which pupils progressively develop the communication, knowledge, skills, experiences, agency and independence needed to participate as fully as possible in their future lives.

At Riverside Bridge School, preparing for adulthood begins from the earliest stages of education.

We recognise that adulthood is not something pupils begin preparing for only when they reach Year 9, Sixth Form or transition planning. The foundations of adult life are developed much earlier through communication, relationships, choice, independence, health, participation, curiosity, responsibility and a growing understanding of the world.

From EYFS onwards, pupils are supported to become increasingly active participants in their own lives. As they grow and develop, opportunities become progressively broader, more complex and increasingly connected to the environments, relationships, responsibilities and decisions they are likely to encounter in adulthood.

Our approach is organised around the four Preparing for Adulthood outcomes:

- Employment;
- Independent Living;
- Community Inclusion; and
- Health and Wellbeing.

These outcomes are interpreted developmentally and appropriately across the school. Employment in EYFS does not mean teaching young children about jobs in an artificial way; its foundations may be found in communication, engagement, persistence, shared activity and completing purposeful tasks. Independent Living begins with developing choice, participation in routines and increasing agency. Community Inclusion begins through relationships, belonging and experiencing environments beyond the immediate classroom. Health and Wellbeing begins through developing body awareness, communication of needs, relationships, physical development and participation in personal care.

As pupils mature, these foundations develop into increasingly explicit learning about community participation, independence, relationships, health, careers, employment, money, travel, daily living and future choices.

Riverside Bridge School maintains ambitious expectations for every pupil. Preparing for adulthood does not mean preparing all pupils for the same adult outcome. Our pupils will require different levels and types of support throughout their lives, and successful adulthood will look different for each individual.

Independence is therefore not defined solely as completing tasks without support. For some pupils, greater independence may mean communicating a preference, directing another person, participating actively in personal care, recognising when help is required or exercising greater control over how support is provided.

Our responsibility is to enable every pupil to develop the greatest possible agency, participation, independence, belonging and quality of life.

Preparing for adulthood is therefore not a separate curriculum subject at Riverside Bridge School. It is a progressive whole-school entitlement embedded within curriculum learning, communication, personal development, community participation, careers education, enrichment, EHCP outcomes and transition planning. By the time pupils leave Riverside Bridge School, our ambition is that they know themselves better, communicate with greater agency, participate more actively in their communities, have experienced meaningful possibilities for their future and are as well prepared as possible for the next stage of their adult lives.

Our responsibilities to pupils

At Riverside Bridge School, we will:

- begin preparation for adulthood from EYFS and develop it progressively throughout the school;
- maintain ambitious expectations for every pupil regardless of disability, communication, cognition or level of support;
- ensure Preparing for Adulthood is age-appropriate and increasingly adult-focused as pupils mature;
- provide progressive learning across Employment, Independent Living, Community Inclusion and Health and Wellbeing;
- develop communication, choice and self-advocacy as foundations for greater agency;
- enable pupils to participate increasingly actively in decisions that affect them;
- provide meaningful opportunities to develop independence within everyday routines and real-life contexts;
- ensure pupils experience their communities and develop a sense of belonging and contribution;
- provide progressive careers education and meaningful experiences of the world of work;
- support pupils to develop relationships, leisure interests and opportunities for social participation;
- develop understanding and participation in health, wellbeing and personal care;
- provide age-appropriate learning about relationships, safety, consent and personal boundaries;
- develop functional literacy, numeracy and digital skills that support participation in everyday life;
- provide increasingly meaningful opportunities to use learning with different people and in different environments;
- ensure pupils requiring significant support are not excluded from opportunities to develop agency and independence;
- integrate Preparing for Adulthood priorities with EHCP outcomes and annual review processes;
- listen to pupils and use personalised communication approaches to understand what matters to them;
- work in partnership with parents, carers and relevant professionals;
- plan transition progressively rather than waiting until a pupil is approaching a point of transfer;
- prepare pupils for further education, employment, supported employment, adult services and other appropriate future pathways; and
- evaluate success according to meaningful outcomes for pupils' future lives rather than a single definition of independence.

RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

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Section 01

PREPARING FOR ADULTHOOD AT RIVERSIDE BRIDGE SCHOOL

Recognising potential. Developing agency. Preparing for life.

Preparing for adulthood at Riverside Bridge School is the progressive development of the knowledge, communication, skills, experiences and agency pupils need to participate as fully as possible in their future lives.
It is not a programme that begins when a pupil reaches a particular age. Its foundations are present whenever a pupil learns to communicate a preference, participate in a routine, develop a relationship, make a decision, solve a problem, take responsibility or engage with the world beyond themselves.
As pupils mature, these foundations are deliberately developed within increasingly relevant real-life contexts.

The Preparing for Adulthood outcomes

Riverside Bridge School uses the four Preparing for Adulthood outcomes as a whole-school framework:
Employment concerns future occupation and contribution. It includes the early foundations of engagement, communication, persistence, responsibility and working alongside others before developing into careers awareness, employability, vocational learning and meaningful experiences of workplaces.
Independent Living concerns increasing choice, control and participation in everyday life. It includes decision-making, personal care, food, money, travel, household routines, accessing services and directing the support a person may require.
Community Inclusion concerns relationships, friendships, belonging, leisure, citizenship and participation in community life. It includes developing relationships with others, experiencing different environments, participating in groups and developing meaningful connections beyond school.
Health and Wellbeing concerns physical and emotional health, relationships, personal safety, healthy lifestyles and increasing participation in decisions about one's own body, care and wellbeing.
The four outcomes are interconnected. A community shopping experience, for example, may involve communication, money, travel, decision-making, social interaction and independence simultaneously.
Preparing for adulthood should therefore not be divided artificially into four separate subjects.

Starting early

The school deliberately begins Preparing for Adulthood from EYFS.
This does not mean imposing adult content upon younger pupils. It means recognising and intentionally developing the foundations upon which later adult outcomes depend.
A young child making a meaningful choice is developing a foundation for future decision-making. Participating in dressing or eating routines contributes to later independence.

Developing relationships beyond immediate family contributes to community inclusion. Communicating discomfort contributes to future participation in healthcare.
As pupils grow older, the context changes while these underlying capabilities continue to develop.

A progressive shift towards adult life

Preparing for adulthood becomes increasingly explicit as pupils mature.
During earlier phases, learning is primarily rooted in developing foundations through age-appropriate curriculum experiences, routines, relationships and community participation.
During Key Stage 3, pupils begin to encounter increasingly explicit future-focused experiences, including careers awareness and greater responsibility.
During Key Stage 4, adult-life contexts become increasingly prominent through careers education, work-related learning, community participation, independence and transition planning.
Within Sixth Form, Bridge for Life brings these areas together within an explicitly adult-focused curriculum centred upon functional application and future destinations.
This reflects Riverside Bridge School's Bridge for Life principle that Preparing for Adulthood develops progressively throughout the pupil's educational journey rather than beginning only at post-16.

Independence, support and agency

Riverside Bridge School does not equate successful adulthood with functioning without support.
Many pupils will continue to require significant support in adulthood. The important question is whether that support enables the person to participate, communicate, make choices and exercise as much control as possible.
A pupil who learns to direct another person in completing a task has developed greater independence even if physical assistance remains necessary. A pupil who communicates how they wish personal care to be provided has increased their agency even if they remain dependent upon another person to provide that care.
The Bridge for Life approach recognises this distinction between independence and the complete withdrawal of support.
Staff should therefore consider not only whether support can be reduced, but whether pupils can become more active in directing and understanding the support they continue to require.

High expectations and individual futures

Preparing for adulthood is personalised because pupils' future lives will be different.
Personalisation should not, however, become a reason to narrow expectations prematurely.
Pupils should experience sufficient breadth to discover interests, strengths and possibilities before adults determine what is or is not likely to be appropriate for their future.
The school's responsibility is not to prepare every pupil for an identical version of adulthood. It is to ensure that each pupil has the strongest possible foundations for a future characterised by greater agency, meaningful relationships, participation, wellbeing, purposeful activity and quality of life.

Section 02

A WHOLE-SCHOOL DEVELOPMENTAL APPROACH

Building foundations. Extending experiences. Supporting progression.

Preparing for adulthood develops progressively across a pupil's entire journey through Riverside Bridge School. The school recognises that pupils may be working at very different developmental levels, but chronological age still matters. The way learning is taught should reflect the pupil's communication, cognition, sensory profile and level of independence, while the context of learning should mature as the pupil grows older.

A pupil may therefore continue to require sensory, experiential or highly supported teaching into adolescence and adulthood, but the content and purpose of that learning should remain age-appropriate and increasingly connected to adult life.

Development from early foundations to adult application

Preparing for adulthood develops through a broad progression.

In the earliest stages, pupils build the foundations of participation through communication, relationships, engagement, choice and involvement in familiar routines.

As pupils develop, they begin to take a more active role, make increasingly meaningful choices, solve simple problems, contribute to shared activities and participate in everyday tasks with greater confidence.

Later, pupils apply these skills within increasingly varied and authentic contexts such as community environments, travel, independent living, work-related learning and adult relationships.

By Sixth Form, the focus becomes increasingly explicit through the Bridge for Life curriculum, which supports progression towards functional application in real-life situations.

Development is not a straight line

Progress towards adulthood will not always be linear.

A pupil may demonstrate significant independence in one area while requiring high levels of support in another. They may confidently complete a familiar routine but find it difficult to transfer the same skill to an unfamiliar environment or with a different adult.

Staff therefore consider progression in terms of:

- increasing participation;
- greater intentional communication;
- reduced reliance on prompts where appropriate;
- increased choice and decision-making;
- greater confidence;
- application with different people;
- application in different environments;

- increased ability to direct the support required.

Deepening, consolidating and generalising learning are therefore important aspects of preparation for adulthood.

Building on previous learning

Each phase of education should build upon what pupils have already developed rather than repeatedly starting again. Transitions between EYFS, Key Stages and Sixth Form should therefore include clear information about the pupil's strengths, communication, independence, successful support strategies and Preparing for Adulthood priorities.

As pupils mature, staff should ask not only what the pupil can do now, but what they are likely to need in the next phase of their life.

This forward-looking approach helps curriculum planning remain purposeful and prevents learning from becoming disconnected from long-term outcomes.

Increasing authenticity

Preparing for adulthood requires a gradual shift from simulated learning towards real-life application where appropriate.

Role play and classroom practice may be useful when introducing new skills, but pupils also need opportunities to experience real shops, cafés, leisure facilities, community settings, workplaces, public transport and other environments they may encounter beyond school.

The level of support may remain high, but the authenticity of the context should increase.

This helps pupils develop confidence and gives staff a more accurate understanding of whether learning can be transferred beyond familiar school routines.

Section 03

COMMUNICATION, CHOICE, AGENCY AND SELF-ADVOCACY

Enabling communication. Respecting choices. Strengthening self-advocacy.

Communication is one of the most important foundations of adulthood.
It enables pupils to express preferences, develop relationships, make decisions, seek help, communicate discomfort, participate in their communities and exercise greater control over their lives.
Preparing for adulthood therefore places communication, choice and self-advocacy at the centre of provision across every phase.

Communication as agency

The purpose of communication is not simply to increase the number of words, symbols or signs a pupil can use.
Communication should increasingly enable the pupil to influence what happens.
From the earliest stages, staff create meaningful opportunities for pupils to communicate acceptance, refusal, preference, interest and need.
As pupils mature, communication becomes increasingly connected to real-life decisions, including leisure, food, clothing, relationships, work experience, health, travel and future destinations.

Meaningful choice

Choice is a developmental skill that becomes increasingly significant as pupils approach adulthood.
For younger pupils, meaningful choices may relate to activities, objects, people or preferred experiences. As pupils mature, choices should become increasingly relevant to their age and future life.
Older pupils may be supported to make decisions about how they spend leisure time, where they access the community, what workplace experiences they would like to explore or what support helps them participate successfully.
Staff should avoid presenting artificial choices where a genuine opportunity for greater decision-making could be provided.

Refusal and consent

The ability to communicate refusal is an important aspect of agency and safeguarding.
Pupils should learn that their communication of no, stop, discomfort or dislike matters and should be acknowledged appropriately.
As pupils develop, this provides an important foundation for understanding personal boundaries, consent and relationships.
The school's PSHE and RSHE curriculum develops these areas in greater detail, but the underlying principle should be present throughout school life.

Self-advocacy

Self-advocacy develops when pupils increasingly understand and communicate what they need to participate successfully.

For some pupils, this may include asking for a particular adjustment, explaining a medical or sensory need or contributing verbally to an annual review.

For others, it may involve using AAC to ask for help, communicating that an environment is overwhelming, indicating a preferred support strategy or showing clearly that they want an activity to stop.

Self-advocacy should be recognised as meaningful independence even where substantial adult support continues to be required.

Supported decision-making

Some pupils may require significant support to understand information and make decisions.

Staff should provide information in accessible forms, allow appropriate processing time and use familiar communication approaches so that pupils can participate as fully as possible.

Adults should not assume that a pupil cannot contribute simply because the decision is complex.

Where a pupil cannot make a particular decision independently, opportunities should still be provided for their preferences, communication and known values to inform the process.

Section 04

EMPLOYMENT AND FUTURE OCCUPATION

Recognising strengths. Exploring opportunities. Developing aspirations.

Preparing for future employment begins long before pupils undertake formal careers education or workplace experiences.

Early foundations include engagement, communication, persistence, responsibility, working alongside others and participating in purposeful tasks.

As pupils mature, these foundations develop into increasingly explicit careers learning, employability, enterprise, work-related activity and experiences of workplaces.

Early foundations

For younger pupils, employment-related development is not presented artificially as careers education.

Instead, pupils are supported to develop behaviours and skills that later contribute to participation in work and other purposeful adult activity.

These may include completing a simple responsibility, helping another person, following a routine, persisting with a task, making a choice, communicating with different people or participating in a shared activity.

Careers awareness

As pupils grow older, they begin to experience more explicit learning about the world of work.

This may include recognising different occupations, understanding that adults have different roles, exploring personal interests and strengths and encountering workplaces within the local community.

Careers awareness should broaden possibilities rather than prematurely narrowing pupils towards particular types of work.

Work-related learning

During Key Stage 4 and Sixth Form, work-related learning becomes increasingly significant.

Pupils may participate in enterprise, school-based responsibilities, vocational experiences, employer encounters and external workplace experiences.

These opportunities enable pupils to develop skills such as communication, teamwork, organisation, stamina, problem solving, responsibility and understanding workplace routines.

Meaningful future occupation

Paid employment is an important aspiration where appropriate, but Preparing for Adulthood recognises a wider range of meaningful adult outcomes. These may include supported employment, supported internships, apprenticeships, further education, voluntary activity, community-based occupation or other purposeful roles.The expectation remains that every pupil should have opportunities to contribute and develop a sense of purpose in adult life. Detailed careers and work-experience expectations are set out within the school's CEIAG and Work-Related Learning Policy.

Section 05

INDEPENDENT LIVING

Developing life skills. Increasing participation. Empowering independence.

Independent Living is concerned with enabling pupils to develop the greatest possible choice, control and participation within everyday life.

It begins with early participation in familiar routines and develops progressively towards increasingly active involvement in personal care, food, household tasks, money, travel, accessing services and managing daily life.

Participation before independence

For many pupils, the first step towards independence is active participation.

A pupil may initially tolerate or anticipate a routine, then begin to assist, complete part of the task or communicate how they want support to be provided.

These developments are meaningful and should not be overlooked simply because the pupil does not yet complete the whole activity independently.

Daily living

Across school, pupils are given developmentally appropriate opportunities to participate in everyday tasks.

As they mature, these opportunities should become increasingly connected to adult living and may include food preparation, shopping, laundry, cleaning, organising belongings, dressing, personal hygiene and managing aspects of their own environment.

Where possible, learning should take place within authentic contexts rather than only through classroom simulation.

Money and financial understanding

Financial understanding develops progressively.

Younger pupils may encounter early concepts through choice, exchange and number. Older pupils may develop skills relating to shopping, recognising value, budgeting, different methods of payment and keeping money or financial information safe.

The complexity of teaching is personalised, but pupils should have opportunities to use money in real situations wherever appropriate.

Travel

Travel can significantly affect access to employment, community participation, relationships and leisure.

Travel learning may range from recognising familiar journeys and participating safely in supported travel to following routes, using public transport and travelling with increasing independence.

The aim is not independent travel for every pupil, but the greatest possible understanding, participation and control within the travel arrangements relevant to their life.

Directing support

For pupils who are likely to require support throughout adulthood, an important Preparing for Adulthood outcome is learning to participate in or direct that support.

This may include communicating preferences, recognising who can help, asking for assistance, understanding routines and expressing when support is not being provided in a way that feels comfortable or appropriate.

Independence therefore includes having a voice within supported living as well as learning to complete tasks independently.

Section 06

COMMUNITY INCLUSION

Building relationships. Accessing communities. Strengthening belonging.

Community Inclusion is concerned with enabling pupils to develop relationships, belonging, participation and confidence within the communities in which they live.

At Riverside Bridge School, community inclusion begins with early experiences of shared space, relationships and participation and develops progressively towards increasingly active involvement in school, local communities and adult-life environments.

Relationships and belonging

Pupils first experience community through relationships with familiar people.

As they develop, they are supported to build friendships, participate alongside others, recognise different social roles and experience themselves as valued members of a group.

Belonging should not be passive. Pupils should have opportunities to contribute, influence and take responsibility within their class, school and wider community.

Accessing the community

Community access is deliberately planned across the school journey.

Younger pupils may begin with familiar local environments such as parks, shops or libraries. As pupils mature, they should experience a wider range of settings and increasingly purposeful activities.

This may include:

- leisure facilities;
- cafés and restaurants;
- shops;
- cultural venues;
- community organisations;
- public services;
- workplaces;
- travel within the local area.

The purpose is not simply to visit places, but to develop communication, confidence, independence and practical understanding within authentic environments.

Friendships and social networks

Preparing for adulthood includes supporting pupils to develop and sustain meaningful relationships.

This may involve learning how to initiate interaction, maintain friendships, manage disagreement, communicate preferences, recognise boundaries and participate in shared leisure.

For older pupils, consideration should increasingly be given to how social opportunities may continue beyond school. Where possible, pupils should develop relationships and interests that do not depend entirely upon school staff or school-based provision.

Leisure and participation

A fulfilling adult life includes opportunities for enjoyment and leisure as well as education, employment and care.

Pupils should therefore experience a range of age-appropriate leisure and recreational opportunities so that they can discover interests and preferences.

These may include sport, arts, music, outdoor activities, community groups, cultural experiences and other social or recreational opportunities.

As pupils mature, staff should consider whether interests can be sustained beyond school through local clubs, community organisations or other adult-life opportunities.

Citizenship and contribution

Community Inclusion also involves understanding that pupils can contribute to the lives of others.

Opportunities for pupil leadership, volunteering, environmental projects, charitable activity and community involvement help pupils develop responsibility and a sense of purpose.

The aim is for pupils to experience themselves not simply as people who receive support, but as people who can participate, contribute and belong.

Section 07

HEALTH AND WELLBEING

Understanding needs. Promoting wellbeing. Supporting healthy lives.

Health and Wellbeing is a central Preparing for Adulthood outcome because pupils need the greatest possible understanding of and participation in their own physical and emotional health.

This area develops from early body awareness, communication of needs and participation in care through to increasingly informed decision-making, self-advocacy and access to adult health services.

Physical health

Pupils are supported to develop an age-appropriate understanding of their own bodies and health.

Depending upon individual understanding, this may include:

- recognising comfort and discomfort;
- communicating pain or illness;
- understanding personal hygiene;
- healthy eating and hydration;
- physical activity;
- sleep and rest;
- medication;
- health appointments;
- recognising when support is needed.

Learning should increasingly enable pupils to participate in decisions and routines relating to their own health.

Emotional wellbeing

Preparing for adulthood includes developing awareness of emotional wellbeing and the strategies or support that help pupils manage different situations.

Some pupils may learn to identify and communicate emotions. Others may develop greater awareness of what environments, routines or interactions support their wellbeing.

As pupils mature, they should increasingly understand how to seek help and communicate when something is affecting their emotional health.

Relationships, consent and personal safety

Health and wellbeing include age-appropriate learning about relationships, personal boundaries, consent and safety.

Pupils should develop an understanding, at a level appropriate to them, that their body belongs to them, that they can communicate acceptance or refusal and that other people also have boundaries.

As pupils grow older, learning becomes increasingly explicit around adult relationships, intimacy, sexual health, online relationships and personal safety. Detailed teaching is set out in the school's PSHE Education, Relationships and Sex Education and Health Education Policy.

Participation in healthcare

As pupils mature, they should be supported to participate more actively in health-related experiences.

This may include attending appointments, communicating with health professionals, making choices, understanding simple information about treatment or medication and expressing preferences or concerns.

For pupils with complex health needs, increased agency may involve learning to anticipate a routine, participate in positioning or care, communicate discomfort or indicate how support should be provided.

Transition to adult health services

For pupils who will move from children's to adult health services, transition should be planned carefully.

Relevant information about communication, medical needs, sensory preferences, successful support strategies and decision-making should transfer appropriately to future providers.

The aim is to reduce disruption and ensure that the young person remains as involved as possible in decisions about their own health and wellbeing.

Section 08

PREPARING FOR ADULTHOOD IN EYFS AND KEY STAGE 1

Nurturing curiosity. Developing choice. Building early foundations.

Preparing for adulthood in EYFS and Key Stage 1 focuses on establishing the foundations that later independence, participation and self-advocacy will depend upon.

At this stage, learning should remain entirely appropriate to young children. The purpose is not to introduce adult content prematurely, but to develop early capabilities that will become increasingly significant over time.

Early foundations

Pupils are supported to develop:

- secure relationships;
- intentional communication;
- choice and preference;
- participation in familiar routines;
- awareness of self and others;
- early independence in self-care;
- curiosity and exploration;
- shared attention and interaction;
- confidence in familiar environments.

These foundations contribute directly to later Preparing for Adulthood outcomes. For example, communicating a preference contributes to future decision-making, taking part in dressing contributes to independent living and recognising familiar community spaces begins to develop community inclusion.

Participation in routines

Everyday routines provide important opportunities for developing agency.

Pupils should be encouraged to take an active role in eating, drinking, dressing, toileting, tidying, preparing resources and other familiar activities according to their individual ability.

Adults should avoid completing tasks automatically where the child can participate meaningfully in part of the routine.

Early community experiences

Young pupils should experience places beyond the classroom and school.

Visits to local parks, shops, libraries and other familiar environments can develop confidence, communication and awareness of the wider community.

These experiences should be planned as meaningful learning rather than simply outings.

Section 09

PREPARING FOR ADULTHOOD IN KEY STAGE 2

Extending independence. Broadening experiences. Developing responsibility.

During Key Stage 2, pupils continue to build upon early foundations while developing greater independence, responsibility and awareness of the wider world.
Learning remains age-appropriate but becomes increasingly practical and begins to make clearer connections with everyday life.

Increasing responsibility

Pupils are encouraged to take greater responsibility within familiar routines and activities.
This may include organising belongings, completing simple classroom responsibilities, preparing food, making choices about activities or participating in shared tasks.
The level of independence expected should increase where appropriate while continuing to provide necessary support.

Practical life skills

Pupils begin to develop increasingly functional understanding in areas such as:

- shopping;
- money;
- food preparation;
- household routines;
- personal care;
- travel awareness;
- safety;
- using community facilities.

These experiences provide foundations that are revisited with greater complexity in later phases.

Community and relationships

Pupils should have increasing opportunities to experience different community environments, interact with a wider range of people and participate within groups. They continue to develop friendships, cooperation, communication and understanding of boundaries.

Early awareness of work and contribution

Employment preparation remains developmental at this stage. Pupils may begin to recognise different roles within school and the community, take responsibility for purposeful tasks and understand that people contribute in different ways. The focus remains upon communication, persistence, teamwork and responsibility rather than formal careers education.

Section 10

PREPARING FOR ADULTHOOD IN KEY STAGE 3

Exploring identity. Strengthening agency. Broadening horizons.

Key Stage 3 marks an important point at which Preparing for Adulthood becomes more explicit.
Pupils continue to develop foundational skills while beginning to encounter increasingly future-focused experiences relating to independence, community participation, careers and decision-making.

Increasing age-appropriateness

The contexts through which pupils develop skills should become increasingly adolescent rather than childlike.
This applies across all curriculum pathways.
A pupil who continues to require sensory or highly supported teaching should still experience age-appropriate resources, relationships, leisure opportunities and community contexts.

Careers awareness

Pupils begin to encounter more explicit careers learning. This may include exploring different occupations, recognising personal strengths and interests, meeting employers or employees and understanding the purpose of work. The complexity of careers learning is adapted to the pupil, but the entitlement applies across all pathways.

Independence and community participation

Pupils should have increasing opportunities to manage aspects of everyday life, participate within community environments and develop practical skills.
This may include shopping, money, travel awareness, cooking, personal care, community leisure and using local facilities.

Developing self-advocacy

As pupils become older, they should have increasing opportunities to contribute to decisions about their learning and future.
Annual reviews and other planning processes should seek the pupil's views using personalised communication approaches.
The emphasis increasingly moves from adults describing what the pupil needs towards enabling the pupil to communicate what matters to them.

Section 11

PREPARING FOR ADULTHOOD IN KEY STAGE 4

Applying skills. Exploring destinations. Preparing for transition.

Key Stage 4 is a significant stage in the transition towards adult life. Preparing for Adulthood becomes increasingly practical, explicit and linked to future destinations.

Pupils continue to develop communication, independence, relationships and health while gaining greater exposure to careers, work-related learning, community participation and the responsibilities associated with becoming an adult.

Increasingly future-focused learning

Teaching should help pupils make clearer connections between what they are learning now and how those skills may be used beyond school.

This may include applying literacy, numeracy and communication within shopping, travel, workplace, health and community contexts.

Pupils should increasingly experience real-life application rather than relying only upon simulated tasks.

Careers and work-related learning

Careers education becomes more explicit during Key Stage 4.

Pupils should have opportunities, appropriately adapted to the individual, to explore:

- strengths and interests;
- different occupations;
- employability skills;
- enterprise;
- employer encounters;
- workplace environments;
- possible future education, training and employment routes.

Work-related learning should build progressively from familiar school-based responsibilities towards increasingly authentic experiences.

Detailed expectations are set out in the school's CEIAG and Work-Related Learning Policy.

Experiences of workplaces

Where appropriate, pupils begin to access meaningful workplace experiences that reflect their interests, aspirations and support needs.

These experiences should be carefully matched and may be supported by the staff where this enables successful participation.

The purpose is not simply to complete a placement. Pupils should develop understanding of themselves, workplace routines, communication, responsibility and the environments in which they may be able to participate successfully in the future.

Independent living and community participation

Key Stage 4 pupils should experience increasingly purposeful opportunities to develop daily living and community skills.

This may include preparing meals, shopping, budgeting, travel, leisure, personal care, accessing services and managing responsibilities.

The emphasis should increasingly be on applying these skills within authentic environments and with appropriate reduction or adaptation of support where this is beneficial.

Transition planning

Transition planning becomes increasingly important during Key Stage 4.

Annual reviews should have a clear Preparing for Adulthood focus, with consideration given to future education, employment, community participation, health and independent living.

Pupils should be supported to contribute their views about what matters to them and what they may want for their future.

Section 12

PREPARING FOR ADULTHOOD IN SIXTH FORM

Deepening independence. Experiencing adult life. Securing future pathways.

Within Sixth Form, Preparing for Adulthood becomes the central organising purpose of the curriculum. Riverside Bridge School's Bridge for Life curriculum builds upon the foundations developed throughout earlier phases and places increasing emphasis on functional application within adult-life contexts.
The Bridge for Life approach is aligned with the four Preparing for Adulthood outcomes and supports pupils to develop skills through meaningful real-world experiences.

Bridge for Life
Bridge for Life provides the curriculum model for Sixth Form.
Young people continue to develop communication, independence, problem solving, relationships, emotional wellbeing and creative and physical development while applying these within increasingly adult-focused contexts.
Learning may include community participation, workplace experiences, independent living, careers, travel, leisure, relationships, health and accessing future services.

Functional application
Sixth Form teaching increasingly considers whether pupils can use learning beyond familiar school situations.
A pupil may know how to complete a task in class but still require further teaching to use that skill with unfamiliar people or in a community or workplace environment.
Repeated opportunities for functional application therefore form an important part of Sixth Form provision.

Future destinations
As pupils move through Sixth Form, learning becomes increasingly connected to their likely future destination.
This may include further education, supported employment, supported internships, voluntary activity, adult social care provision, supported living or other combinations of education, occupation and community participation.
The curriculum should prepare the young person for the environment, communication, routines and expectations they are likely to encounter next.

Independence with appropriate support
Sixth Form does not assume that adulthood should mean the removal of support.
The Bridge for Life approach recognises that for many pupils, successful adulthood will involve appropriate ongoing support.
The aim is for the young person to become increasingly able to participate in, understand and where possible direct that support.
This may involve greater communication of preferences, increased participation in personal care, greater familiarity with adult support models or improved ability to seek help.

Leaving Riverside Bridge School

By the time pupils leave Sixth Form, the school aims for them to have the strongest possible understanding and experience of the adult environments, relationships and support that will form part of their future. Transition should therefore be gradual, personalised and closely connected to the young person's next destination.

Section 13

AGE-APPROPRIATE LEARNING ACROSS CURRICULUM PATHWAYS

Respecting age. Personalising learning. Maintaining ambition.

Preparing for Adulthood applies equally across all curriculum pathways. A pupil's developmental learning profile affects how learning is taught, but it should not determine whether they receive age-appropriate preparation for adult life.

Pathway does not determine adulthood

Pupils may remain within Flow 1, Flow 2 or Flow 3 throughout their education.

Movement between pathways is not required in order for a pupil to demonstrate meaningful progress towards adulthood.

A Flow 1 pupil may develop substantial independence, communication and participation while continuing to require pre-formal approaches to learning. A Flow 3 pupil may demonstrate strong academic understanding while requiring significant support in areas such as relationships, emotional wellbeing or daily living.

Preparing for Adulthood therefore reflects the whole learner.

Age-appropriate contexts

As pupils grow older, the contexts through which learning takes place should mature regardless of pathway.

Older pupils should not experience childlike resources or activities simply because their developmental profile remains at an earlier stage.

For example, sensory learning for an adolescent might take place through cooking, personal care, workplace materials, music, travel or community experiences rather than through activities designed for young children.

The teaching approach remains developmentally appropriate while the context remains respectful of chronological age.

Sixth Form Flow 1

Within Sixth Form, Flow 1 combines the earlier Flow 1a and Flow 1b approaches.

This provides a coherent adult-focused pathway while allowing teachers to continue personalising learning according to each pupil's communication, engagement, cognition and support needs.

Flow 1 pupils remain entitled to the full Preparing for Adulthood curriculum, including employment, independent living, community inclusion and health and wellbeing.

Section 14

EHCP OUTCOMES AND ANNUAL REVIEWS

Identifying aspirations. Planning outcomes. Reviewing progress.

Education, Health and Care Plans are an important part of Preparing for Adulthood planning.
EHCP outcomes identify long-term priorities for the individual pupil and should increasingly reflect adult-life aspirations as pupils mature.
Preparing for Adulthood should not be treated as additional to EHCP planning. The two should inform one another.

Integrating outcomes with curriculum learning

EHCP outcomes should be developed through meaningful curriculum and everyday experiences wherever appropriate.
For example, an independence outcome might be developed through personal care, cooking, shopping and community access. A communication outcome may be addressed through relationships, work-related learning, health appointments and leisure.
This integrated approach supports generalisation and helps ensure that statutory outcomes contribute directly to the pupil's wider life.

Preparing for Adulthood from Year 9 onwards

From Year 9, annual reviews should include an increasingly explicit focus on Preparing for Adulthood.
Discussion should consider the four PfA outcomes and the pupil's developing aspirations, strengths, support needs and likely future opportunities.
This does not mean that preparation begins at Year 9. It means that from this stage onward, planning becomes increasingly formal and future-focused.

Pupil voice

The pupil's views should remain central to annual review and transition planning.
Staff use personalised communication approaches to help pupils express what they enjoy, what matters to them, what they want to change and what they may want for their future.
Where pupils communicate without speech or have limited understanding of abstract future concepts, staff should use evidence from preferences, experiences, engagement and sustained interests rather than assuming that meaningful pupil voice cannot be obtained.

Families and professionals

Families and relevant professionals contribute important information about the pupil's strengths, support needs and aspirations. As pupils approach adulthood, planning should also consider which services, professionals or adult agencies may need to become involved to support successful transition. The aim is coordinated planning rather than a series of disconnected processes.

Section 15

CAREERS, WORK-RELATED LEARNING AND EMPLOYMENT

Exploring careers. Developing employability. Experiencing workplaces.

Careers education and work-related learning form an increasingly important part of Preparing for Adulthood as pupils move through the school.

Riverside Bridge School recognises that careers development should be accessible to all pupils. The nature of careers learning and employment outcomes will differ between individuals, but disability, communication or level of cognition should not result in pupils being excluded from opportunities to explore their strengths, interests and future possibilities.

Detailed expectations for careers provision are set out within the school's CEIAG and Work-Related Learning Policy. This section establishes how careers and employment contribute to the wider Preparing for Adulthood journey.

A progressive careers journey

The foundations for future employment begin through communication, participation, responsibility, problem solving and working with others.

As pupils mature, careers learning becomes increasingly explicit. Pupils encounter different roles and workplaces, explore their own strengths and interests and develop understanding of the different ways adults may participate in purposeful occupation.

By Key Stage 4 and Sixth Form, pupils should have increasingly personalised opportunities to experience the world of work and consider possible future pathways.

Work experience

Work experience is carefully matched to the individual pupil rather than delivered through a single model for everyone. For the pupils, a sustained placement such as one day each week may be more appropriate and meaningful than a continuous two-week block. This can enable pupils to develop familiarity, relationships, confidence, stamina and workplace skills over time.

Placements should consider the pupil's:

- interests and aspirations;
- communication;
- sensory and physical needs;
- health and wellbeing;
- level of independence;
- emotional needs;
- accessibility requirements;
- support required to participate successfully.

Riverside Bridge School staff may support pupils within a placement where this enables meaningful participation. Support should be adapted appropriately as confidence and competence develop.

Broad aspirations

Employment preparation should not be restricted to a narrow range of occupations traditionally associated with pupils with SEND.

Pupils should have opportunities to encounter different industries, roles and forms of employment so that interests and strengths can emerge through experience.

Future pathways may include employment, supported employment, supported internships, further education or training, volunteering and other meaningful forms of occupation and contribution.

The purpose of careers education is to increase possibilities and understanding rather than determine a pupil's future prematurely.

Section 16

COMMUNITY LEARNING AND FUNCTIONAL APPLICATION

Applying learning. Navigating environments. Increasing participation.

Learning within real-life environments is an important part of Preparing for Adulthood.
Pupils need opportunities to use their communication, knowledge and skills beyond familiar classroom situations if these are to support meaningful participation in later life. Community learning therefore develops progressively across the school journey.

Learning beyond the classroom

Community experiences should have a clear educational and developmental purpose. A visit to a shop, for example, may support communication, choice, money, social interaction, travel, safety and independence. Accessing a leisure centre may develop physical wellbeing, communication, personal organisation, changing routines and sustainable leisure interests. Staff should identify the intended learning while remaining responsive to unexpected opportunities that arise naturally within authentic environments.

From familiarity to generalisation

Repeated experiences can be important, particularly for pupils who require familiarity before they can participate confidently. However, repetition should support progression rather than become an end in itself. Once a pupil becomes confident within a familiar environment, staff should consider whether learning can be extended through:

- greater responsibility;
- reduced prompting where appropriate;
- interaction with less familiar people;
- increased choice;
- problem solving;
- different environments; or
- applying the skill for a new purpose.

This supports generalisation and provides a better indication of how securely learning may transfer into adult life.

Appropriate risk and independence

Preparing pupils for adulthood requires opportunities to experience appropriate challenge and risk. The purpose of risk assessment should be to enable worthwhile experiences safely rather than unnecessarily restrict participation. Where a pupil requires significant support, staff should consider adaptations, preparation and appropriate staffing before concluding that an experience cannot be accessed.
Safety remains essential, but pupils should also have opportunities to develop the judgement, confidence and resilience required to participate in the wider world.

Section 17

RELATIONSHIPS, FAMILIES AND SOCIAL NETWORKS

Building connections. Understanding relationships. Developing social confidence.

Relationships are a fundamental part of adult life and should be considered explicitly within Preparing for Adulthood. The school recognises that successful adult outcomes involve more than education, employment and independence. Friendships, intimate relationships, family relationships, social networks and a sense of belonging can have a significant influence upon wellbeing and quality of life.

Developing relationships

From the earliest stages, pupils are supported to develop relationships through shared attention, communication, interaction and participation with others.

As pupils mature, they should have increasingly age-appropriate opportunities to develop friendships, understand different types of relationships, manage disagreement and recognise their own and other people's boundaries.

Pupils should also experience opportunities to interact with people beyond their immediate class team so that their social world is not unnecessarily restricted to familiar adults.

Relationships in adulthood

As pupils approach adulthood, teaching should recognise that they may want friendships, romantic relationships, intimate relationships and, for some, family life.

Accessible teaching about consent, privacy, boundaries, sexuality, online relationships and personal safety should enable pupils to develop understanding appropriate to their needs and communication.

The school should not assume that pupils with SEND are uninterested in or incapable of adult relationships.

Detailed curriculum expectations are established through the school's PSHE, RSHE and Health Education Policy.

Maintaining social networks

Transition beyond school can result in the loss of established friendships and social opportunities.

As pupils become older, Preparing for Adulthood planning should therefore consider how relationships, leisure interests and community connections might be maintained or developed beyond Riverside Bridge School.

Where possible, pupils should experience community organisations, leisure opportunities and social environments that can continue to be accessed after leaving school.

Section 18

TRANSITION BETWEEN PHASES AND BEYOND RIVERSIDE BRIDGE SCHOOL

Anticipating change. Coordinating support. Securing continuity.

Transition is a continuing process throughout a pupil's education. Each transition provides an opportunity to consider how the pupil's increasing age, strengths, needs and future priorities should influence the next stage of their curriculum.

Transition within school

Transitions between phases should preserve important knowledge about the pupil while also recognising that expectations should develop as they grow older.

Information shared should include relevant understanding of:

- communication;
- independence;
- interests and motivations;
- relationships;
- health and sensory needs;
- successful support strategies;
- self-advocacy;
- community participation;
- Preparing for Adulthood priorities.

This helps prevent pupils repeatedly starting again when they move between classes or phases.

Transition into Key Stage 4 and Sixth Form

As pupils approach Key Stage 4 and Sixth Form, transition becomes increasingly connected to future adult outcomes. Curriculum priorities should reflect developing aspirations, careers information, EHCP outcomes and the areas of independence or participation likely to be particularly important after school.

Transition into Sixth Form should also mark a clear shift towards an increasingly adult-focused curriculum through Bridge for Life.

Transition beyond Riverside Bridge School

Planning for leaving Riverside Bridge School should begin early enough to enable the pupil to understand and become familiar with their likely next destination.

Depending upon the individual, this may include visits, transition sessions, travel preparation, meeting new staff, practising relevant routines and sharing communication or support information.

Young people who find change particularly difficult may require an extended transition programme.

More than securing a destination

Successful transition is not achieved simply because a pupil has been allocated a college, placement or adult service. The school should consider whether the young person is prepared to participate successfully within that destination. This includes communication, relationships, travel, health, personal care, emotional wellbeing, independence and understanding of the support they will receive.

Where appropriate, Riverside Bridge School seeks to establish connections with future providers before the pupil leaves so that important knowledge and successful approaches are not lost during transition.

Section 19

PARTNERSHIP WITH FAMILIES AND PROFESSIONALS

Valuing expertise. Sharing aspirations. Coordinating provision.

Preparing for adulthood is most effective when pupils, families, school and relevant professionals work towards coherent long-term outcomes.

Parents and carers bring important knowledge of the pupil's strengths, needs, interests and experiences outside school. Professionals may provide specialist knowledge relating to health, communication, mobility, sensory needs, emotional wellbeing, social care or future provision.

Working with families

The school works with families to develop shared understanding of the pupil's Preparing for Adulthood journey.

As pupils become older, discussions should increasingly include future living arrangements, community participation, relationships, health, education, employment and the support that may be required in adulthood.

Families should be encouraged to maintain ambitious expectations while recognising that meaningful independence may take different forms.

The young person's own voice should remain central as they mature. Partnership with families should support rather than replace increasing pupil choice and agency.

Multi-agency working

Relevant professionals contribute to Preparing for Adulthood planning where their involvement can improve outcomes for the pupil.

This may include education, health, social care, careers services, therapists, colleges, employers and adult-service providers.

As transition approaches, coordinated working becomes particularly important so that future support, equipment, communication arrangements and other essential provision can be considered before the pupil leaves school.

Consistency across environments

Where possible, important skills should be developed across school, home and community environments.

This does not mean expecting families to reproduce school programmes at home. Instead, school and families can share useful information about what the pupil can do, where they demonstrate independence and which approaches support successful participation.

Understanding differences between environments can provide valuable information about whether learning is generalising and what may need further development.

Section 20

ROLES AND RESPONSIBILITIES

Clarifying expectations. Sharing accountability. Strengthening delivery.

Preparing for Adulthood is a whole-school responsibility. While particular leaders have responsibility for specific aspects of provision, every member of staff contributes to developing pupils' communication, agency, independence and participation.

The Governing Board provides strategic oversight and seeks assurance that Preparing for Adulthood is embedded progressively across the school and that pupils are being prepared effectively for their future lives.
Governors should consider whether provision remains ambitious for pupils across all curriculum pathways and whether appropriate attention is given to longer-term outcomes, transition and destination planning.

The Headteacher and Senior Leaders are responsible for establishing a whole-school culture in which Preparing for Adulthood begins early and develops progressively.
They ensure that curriculum design, staffing, resources, partnerships and professional development support the school's approach and that Preparing for Adulthood connects appropriately with curriculum, EHCP, careers, personal development and transition processes.
Senior leaders should also ensure that chronological age remains an important consideration within curriculum design so that pupils experience increasingly age-appropriate opportunities as they mature.

Subject Leads ensure that Preparing for Adulthood is represented appropriately within their areas of responsibility.
They support teachers to understand how the four Preparing for Adulthood outcomes develop across phases and ensure that learning builds upon previous experience rather than unnecessarily repeating the same opportunities.
Relevant leaders work collaboratively so that curriculum, careers, personal development, Sixth Form and transition provision form a coherent whole-school journey.

Teachers are responsible for identifying meaningful opportunities to develop Preparing for Adulthood through curriculum learning and everyday experience.
They should:

- know pupils' communication, strengths, interests and independence;
- plan appropriate opportunities for choice and active participation;
- develop skills within meaningful contexts;
- increase age-appropriateness as pupils mature;
- create opportunities for generalisation;
- integrate relevant EHCP outcomes;
- encourage increasing agency rather than unnecessary adult dependence; and
- contribute to transition and future planning.

Teachers should consider not only whether a pupil can complete an activity, but what that learning may enable them to do within their future life.

Co-educators and other support staff have a significant role because many Preparing for Adulthood skills develop through everyday routines, personal care, community participation and interactions outside formal lessons.
Staff should understand the intended learning within these experiences and provide support in ways that maximise pupil participation.
This includes knowing when to prompt, when to wait, when to provide physical assistance and when to create space for the pupil to communicate, attempt a task or solve a problem.
The objective is not to withdraw necessary support but to ensure that support enables rather than unintentionally replaces pupil participation.

Pupils are active participants in Preparing for Adulthood.
Across all pathways, they should be supported to communicate preferences, make choices, develop interests, contribute to decisions and increasingly influence what happens within their lives.
The methods used to enable participation should reflect each pupil's personalised communication approach.

Section 21

MONITORING, EVALUATION AND CONTINUOUS IMPROVEMENT

Evaluating outcomes. Identifying improvements. Strengthening provision.

Riverside Bridge School monitors Preparing for Adulthood to ensure that provision is progressive, age-appropriate, ambitious and making a meaningful difference to pupils' future outcomes.

Evaluation should consider the whole journey from EYFS through to Sixth Form rather than focusing only upon provision immediately before pupils leave school.

Monitoring progression

Leaders consider whether pupils experience progressive opportunities across:

- Employment;
- Independent Living;
- Community Inclusion; and
- Health and Wellbeing.

This includes considering whether the foundations developed within earlier phases are being extended appropriately as pupils mature and whether opportunities become increasingly authentic and adult-focused.

Monitoring should also consider whether pupils across all curriculum pathways receive an equitable Preparing for Adulthood entitlement.

Evaluating impact

The effectiveness of Preparing for Adulthood cannot be understood through a single measure.

Evidence may include curriculum and assessment information, Development Profiles, EHCP outcomes, pupil voice, community participation, careers experiences, work-related learning, increasing independence, family feedback, transition information and destination outcomes.

Leaders should consider meaningful changes such as whether pupils:

- communicate choices more effectively;
- participate more actively in everyday routines;
- require less prompting where appropriate;
- direct support more effectively;
- apply learning in different environments;
- develop relationships beyond familiar adults;
- access their community with greater confidence;
- develop interests that may continue into adulthood;
- demonstrate greater understanding of their own health, safety and future.

For pupils with complex needs, relatively small observable changes may represent significant progress towards greater agency and quality of life.

Avoiding unnecessary evidence

Preparing for Adulthood should not create an additional layer of assessment or documentation for teachers.

Where possible, evidence should come from the school's established curriculum, assessment, EHCP and transition processes.

The purpose of monitoring is to understand the quality and impact of provision and identify areas for improvement, not to create evidence solely to demonstrate that Preparing for Adulthood has occurred.

Pupil and family voice

Pupils should contribute to evaluation using communication approaches accessible to them.

Leaders should consider direct feedback alongside choices, preferences, refusal, engagement and pupils' responses to different experiences.

Families can provide particularly valuable information about whether skills are transferring beyond school and whether changes in communication, independence, confidence or participation are evident within home and community life.

Destination outcomes

For pupils approaching the end of their time at Riverside Bridge School, transition and destination information becomes an important part of evaluation.

The school considers whether pupils move to appropriate next destinations and, where practicable, whether those destinations are sustained.

Destination information should be used to look backwards as well as forwards. If young people repeatedly require particular skills or experiences after leaving Riverside Bridge School, this should inform curriculum development in earlier phases.

Continuous improvement

Preparing for Adulthood provision is reviewed through the school's wider curriculum and improvement processes.

Leaders use monitoring, pupil and family voice, destination information and developments in national guidance to identify strengths and areas requiring further development.

The aim is a coherent journey in which pupils' preparation for their future becomes progressively stronger throughout their time at Riverside Bridge School.

Section 22

RELATED POLICIES AND FRAMEWORKS

Connecting practice. Strengthening consistency.

This policy should be read alongside:

- Curriculum Policy
- Teaching, Learning and Assessment Policy
- Sixth Form Provision Policy
- Careers Education, Information, Advice and Guidance and Work-Related Learning Policy
- Personal Development and Enrichment Policy
- PSHE Education, Relationships and Sex Education and Health Education Policy
- EYFS Policy
- Total Communication Policy
- Positive Support Policy
- Safeguarding and Child Protection Policy
- Medical Needs, Medication and Allergy Safety Policy
- Educational Visits Policy
- Equality Information and Objectives
- Accessibility Plan
- SEND Information Report

The policy is implemented through the school's curriculum pathways, Development Profiles, EHCP and annual review processes, careers programme, community learning and transition arrangements.

Within Sixth Form, the Bridge for Life Curriculum Framework and Sixth Form Stems of Learning provide the increasingly adult-focused structure through which Preparing for Adulthood is developed and applied.

Preparing for Adulthood at Riverside Bridge School begins with the earliest experiences of communication, choice, relationships and participation and develops throughout the pupil's entire school journey.

The destination is not a single model of independence.

Some pupils may move towards employment, further education and increasingly independent living. Others may continue to require significant support throughout adulthood. In both cases, the school seeks to increase the pupil's ability to communicate, participate, make choices, develop relationships, contribute and exercise greater control over their own life.

Our ambition is that pupils leave Riverside Bridge School not simply having completed their education, but better prepared for the lives they are going to lead. Their future should be considered throughout their education, not only when it is time for them to leave.