SIXTH FORM PROVISION POLICY

Building independence. Creating opportunities.
Preparing for adult 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 Sixth Form provision. It establishes the principles, expectations and curriculum arrangements through which young people are supported to build upon their previous learning and prepare for meaningful, increasingly self-directed adult lives.

At Riverside Bridge School, Sixth Form provides a highly personalised, ambitious and adult-focused curriculum that prepares every young person for life beyond school.

The purpose of Sixth Form is not simply to continue earlier learning for another two years. It is a distinct phase of education in which pupils are supported to apply and extend their knowledge, communication, independence and personal development within increasingly relevant adult-life contexts.

Our young people have diverse communication, cognitive, sensory, physical, social and emotional profiles. Their future destinations will also be different. Some may progress to further education, supported internships, supported employment, voluntary activity or other work-related opportunities. Others may move into specialist provision, supported living or community-based adult services. Whatever the destination, every young person is entitled to an ambitious curriculum that develops the greatest possible independence, participation, agency and quality of life.

The Sixth Form curriculum is delivered through Riverside Bridge School's Bridge for Life model. It is aligned with the four Preparing for Adulthood outcomes of Employment, Independent Living, Community Inclusion and Health and places meaningful real-life experience at the centre of learning.

Pupils access Sixth Form through Flow 1, Flow 2 or Flow 3. For Sixth Form, the school's earlier Flow 1a and Flow 1b pathways are brought together as Flow 1. The pathway describes the predominant approach through which the young person accesses learning; it does not determine the ambition, age-appropriateness or future focus of their curriculum.

The Sixth Form curriculum is organised through progressive Stems of Learning that enable pupils to develop across areas including employment, independent living, health, community inclusion, communication and interaction, problem solving, working with others, self-management, emotional regulation and creative and physical development.

Learning increasingly moves beyond familiar classroom contexts into the community, workplaces, further education environments and other settings relevant to adult life. Young people are supported to communicate choices, develop relationships, solve problems, manage aspects of daily living, contribute to their communities and understand the support they may require in adulthood.

Appropriate accreditation is used where it provides meaningful recognition of learning, supports future progression and is relevant to the individual learner. Accreditation complements the curriculum; it does not determine its purpose.

Through high expectations, personalised support and meaningful adult-life experiences, Riverside Bridge School seeks to ensure that every Sixth Form pupil leaves with greater confidence, greater independence and a clearer pathway into adult life.

Our responsibilities to young people

At Riverside Bridge School, we will:

- provide every Sixth Form pupil with an ambitious, personalised and age-appropriate curriculum;
- ensure that learning is increasingly focused upon adult life and future destinations;
- maintain high expectations regardless of communication, cognition, disability or level of support;
- provide curriculum access through Flow 1, Flow 2 or Flow 3 according to the young person's predominant learning approach;
- ensure that Flow 1 in Sixth Form incorporates pupils who would previously have accessed Flow 1a or Flow 1b;
- ensure curriculum pathway does not determine the limits of a young person's future opportunities;
- place communication, choice and self-advocacy at the centre of Sixth Form provision;
- develop functional literacy, numeracy and digital skills within meaningful adult-life contexts;
- provide progressive learning across Employment, Independent Living, Community Inclusion and Health;
- provide meaningful careers education, enterprise and work-related learning;
- provide carefully matched and appropriately supported experiences of workplaces;
- enable young people to develop relationships, confidence, resilience and emotional wellbeing;
- develop practical skills for supported or independent adult living;
- provide increasingly meaningful access to community environments and services;
- ensure teaching and support promote participation and increasing independence rather than unnecessary adult dependence;
- integrate EHCP outcomes naturally within curriculum learning;
- involve young people meaningfully in decisions about their learning and future;
- work closely with families, therapists, careers professionals, employers, colleges and other agencies;
- provide appropriate accreditation where it adds value to the young person's learning and progression;
- prepare young people carefully for transition into further education, employment, supported employment, adult services or other appropriate destinations; and
- evaluate provision according to the difference it makes to young people's preparedness for adult life.

RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

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Section 01

PURPOSE OF RIVERSIDE BRIDGE SCHOOL SIXTH FORM

Building on learning. Increasing agency. Preparing for adult life.

Sixth Form represents an important transition from compulsory school-age education towards adult life. At Riverside Bridge School, this phase is deliberately different from earlier stages of the curriculum. While pupils continue to build upon knowledge, communication and skills developed throughout school, the contexts and purposes through which learning is experienced become increasingly adult-focused.
The central question becomes not only what the young person should learn next, but how that learning will increase their ability to participate, communicate, make decisions and experience a fulfilling adult life.

A distinct phase of education

Sixth Form is not an extension of Key Stage 4 in which pupils simply continue the same experiences with older classmates.
Young people require increasingly relevant experiences relating to adult relationships, health, community participation, money, travel, work, leisure, personal care, decision-making and future support.
This does not mean that every pupil follows the same adult-life curriculum. Learning remains personalised according to the individual's strengths, needs, aspirations, communication and likely future contexts.

High aspirations and realistic preparation

Riverside Bridge School maintains high aspirations for every young person.
High aspiration does not mean expecting identical destinations. It means refusing to place unnecessary ceilings on what a young person may achieve while also preparing them honestly and effectively for the support they may require in adulthood.
For one pupil, this may include developing the skills needed for further education, supported employment or paid employment. For another, it may involve communicating choices more consistently, participating actively in personal care, developing relationships with unfamiliar adults or becoming more confident within community environments.
Both represent meaningful preparation for adulthood.

Pathways in Sixth Form

Pupils access the curriculum through Flow 1, Flow 2 or Flow 3.

Within Sixth Form, Flow 1 combines the school's Flow 1a and Flow 1b approaches into a single pathway. This recognises that older pupils accessing predominantly pre-formal approaches benefit from a coherent Sixth Form curriculum while retaining individual personalisation within that pathway.

Flow 1, Flow 2 and Flow 3 describe how the young person most effectively accesses learning. They do not represent fixed ability groups, stages that pupils must progress through or predetermined future destinations.

A pupil may remain within Flow 1 throughout Sixth Form while making substantial progress in communication, independence, relationships, community participation and work-related learning. Equally, a Flow 3 pupil may require significant support in particular aspects of adult life.

The pathway supports teaching. It does not define potential.

Age-appropriate learning

All Sixth Form pupils are young adults approaching the transition from school.

Learning environments, resources, communication, relationships and expectations should therefore reflect their age and stage of life.

A pupil accessing Flow 1 may continue to require sensory, experiential or highly supported teaching, but the context should be appropriate to a young adult. Learning may therefore involve sensory engagement within cooking, personal care, work activity, leisure, shopping, community environments or creative experiences rather than activities associated with younger children.

This protects dignity while ensuring that specialist pedagogy remains appropriately matched to the learner.

Learning for life beyond school

The Sixth Form curriculum should increasingly enable pupils to use their learning beyond Riverside Bridge School.

This requires opportunities to practise skills with different people and in different environments, including community settings, workplaces, colleges and adult-life contexts.

The Bridge for Life approach recognises that support should be adjusted purposefully over time rather than removed suddenly. For many young people, independence will mean participating actively and exercising greater choice with appropriate support rather than functioning entirely without assistance.

The aim is therefore not independence at any cost, but the greatest possible agency, participation and confidence within the young person's future life.

Section 02

THE BRIDGE FOR LIFE CURRICULUM

Connecting learning. Applying skills. Preparing for life.

Bridge for Life is the curriculum model through which Riverside Bridge School delivers its Sixth Form provision.

It brings together the school's wider curriculum principles with the increasingly adult-focused learning required in Years 12 and 13. The model is designed to ensure that pupils continue to develop communication, cognition, independence and personal development while applying these within meaningful contexts linked to adult life.

Bridge for Life aligns the Sixth Form curriculum with the four Preparing for Adulthood outcomes of Employment, Independent Living, Community Inclusion and Health.

A progression towards functional application

The Bridge for Life curriculum recognises a broad developmental journey from early engagement through to increasingly independent application.

The framework describes this as:

- Early Engagement;
- Developing Participation;
- Increasing Independence;
- Functional Application.

These stages help staff understand how a pupil's participation and independence may deepen over time. They are not age-linked levels and they do not require every pupil to move through them at the same pace. A pupil may, for example, demonstrate Functional Application within a familiar personal-care routine while still requiring Developing Participation within a new community or workplace setting.

The purpose of the model is therefore to support personalised progression rather than create another fixed hierarchy.

Real-life contexts

Learning within Bridge for Life is designed to be practical, relevant and transferable.

Pupils develop skills through contexts such as:

- community access;
- shopping and money;
- cooking and meal preparation;

- travel awareness;
- personal care;
- leisure;
- health;
- relationships;
- enterprise;
- workplace experiences;
- accessing services.

This reflects the Bridge for Life principle that learning becomes increasingly embedded within real-world experiences as pupils approach adulthood.

The context matters because a skill demonstrated only within a familiar classroom activity may not yet be secure enough for adult life. Pupils therefore need repeated opportunities to apply learning with different people, in different environments and for genuine purposes.

Preparing for Adulthood

The four Preparing for Adulthood outcomes provide an important organising framework within Bridge for Life:

- **Employment** focuses on understanding the world of work, developing employability skills, experiencing workplaces and preparing for meaningful future occupation.
- **Independent Living** focuses on practical daily living, choice, decision-making, personal care, money, travel and participation in managing one's own life.
- **Community Inclusion** focuses on relationships, leisure, community access, citizenship, participation and belonging.
- **Health** focuses on physical health, emotional wellbeing, relationships, self-awareness and increasing involvement in decisions about personal health.

These areas overlap considerably. For example, travelling to a work placement may involve communication, numeracy, community access, self-management, problem solving and employability at the same time.

Bridge for Life therefore avoids treating Preparing for Adulthood as four isolated curriculum subjects.

The wider Sixth Form curriculum

Preparing for Adulthood provides the adult-life context, but Sixth Form learning remains broader than the four PfA outcomes alone.

The curriculum also continues to develop communication and interaction, practical problem solving, working with others, self-management, emotional regulation and creative and physical development.

This protects breadth within Sixth Form and ensures that young people continue to develop as individuals rather than experiencing a curriculum concerned only with functional tasks or employment.
Creative expression, physical activity, leisure, relationships, cultural experiences and personal interests all contribute to a meaningful adult life.

Bridge for Life and the curriculum pathways

Bridge for Life is accessed through Flow 1, Flow 2 and Flow 3.
The curriculum content and adult-life contexts remain ambitious across all three pathways, while the pedagogy, communication, level of structure and support are adapted according to how the pupil learns most successfully.
A Flow 1 pupil may therefore explore employment through supported participation in purposeful tasks and workplace environments, while a Flow 3 pupil may work towards increased independence, specific vocational skills or formal application processes.
Both are accessing the same wider entitlement to preparation for adult life.

Section 03

AN ADULT-FOCUSED AND PERSONALISED CURRICULUM

Respecting age. Understanding need. Personalising learning.

Personalisation is central to Riverside Bridge School Sixth Form.

Young people arrive in Sixth Form with different strengths, interests, communication systems, levels of independence, health needs, aspirations and likely future destinations. A single standard programme would therefore be neither appropriate nor ambitious.

Personalisation means identifying the learning and experiences that will make the greatest difference to the individual young person's adult life while maintaining appropriate breadth and challenge.

Knowing the young person

Planning begins with a holistic understanding of the learner.

Staff consider the young person's:

- communication and interaction;
- cognition and learning;
- sensory and physical needs;
- social and emotional development;
- independence;
- interests and motivations;
- EHCP outcomes;
- family aspirations;
- careers and transition information;
- previous learning and experiences;
- likely support needs in adulthood.

These factors inform the curriculum offer, but should not be used to place unnecessary limits on future possibilities.

Adult contexts, developmental teaching

A central principle of Sixth Form provision is that chronological age and developmental understanding must both be respected.

Chronological age determines the relevance of the contexts pupils encounter. Developmental understanding informs how those contexts are taught.

A pupil who requires sensory or experiential teaching should still experience learning through age-appropriate adult-life contexts. A highly structured approach may be entirely appropriate, but the resources, activities and social expectations should reflect the fact that the pupil is approaching adulthood. This prevents an infantilised curriculum while maintaining the specialist teaching approaches pupils require.

Choice and personal aspiration

Young people should have increasing opportunities to influence their Sixth Form programme.

Staff use personalised communication approaches to understand preferences, interests, dislikes and aspirations. This information can help shape choices relating to enrichment, community experiences, enterprise, workplace opportunities and future destinations.

Where a pupil cannot express a detailed future aspiration verbally, staff should not conclude that they have no view. Engagement, preference, refusal, sustained interest and responses to different experiences can all contribute to understanding what matters to the young person.

Personalisation without narrowing entitlement

A personalised timetable should not become a narrow timetable.

All pupils remain entitled to a broad Sixth Form curriculum that includes communication, adult-life literacy and numeracy, health, community participation, relationships, creative and physical experiences and preparation for future occupation.

Personalisation determines the emphasis, context, level of challenge and support rather than removing whole areas of learning unnecessarily.

An evolving programme

A young person's Sixth Form programme should evolve as staff learn more about their strengths, preferences and future needs.

A workplace experience may reveal an unexpected interest. A community activity may demonstrate greater independence than previously recognised. A transition visit may identify a skill that requires further development.

Planning should therefore remain responsive rather than being fixed at the beginning of Year 12.

The aim is for each young person's programme to become increasingly precise and future-focused as they move towards leaving Riverside Bridge School.

Section 04

CURRICULUM ORGANISATION AND THE SIXTH FORM STEMS OF LEARNING

Organising experiences. Connecting learning. Developing transferable skills.

The Sixth Form curriculum is organised through a set of progressive Stems of Learning that describe the knowledge, skills and understanding pupils develop within Bridge for Life.
The Stems provide a coherent structure for curriculum planning while allowing teachers to personalise learning according to the individual pupil's pathway, starting point and future priorities.

Areas of learning

The Sixth Form Stems are currently organised across the following areas:

- Employment;
- Independent Living;
- Health;
- Community Inclusion;
- Communication and Interaction;
- Practical Problem Solving;
- Working with Others;
- Self-Management;
- Emotional Regulation;
- Creative and Physical Development.

Creative and Physical Development includes areas such as Music, Art, Physical Education and Cooking. These areas reflect the broad skills and experiences young people require for adult life while maintaining opportunities for creativity, physical wellbeing, enjoyment and personal interests.

Progression within the stems

The Stems are designed to provide progression from supported participation towards increasingly independent and functional application.
Progress may involve:

- engaging for longer;
- communicating more intentionally;
- taking a more active role;
- requiring fewer prompts;

- making more complex choices;
- applying skills with different people;
- using learning in unfamiliar environments;
- solving problems with increasing independence;
- combining several skills within a real-life activity.

Progression should therefore be understood in breadth, depth, fluency, independence and generalisation rather than simply completing the next statement.

Stems and pathway

The Stems describe what learning develops. Flow 1, Flow 2 and Flow 3 describe the predominant approach through which that learning is accessed.

A pupil's pathway does not restrict which areas of the Sixth Form curriculum they can experience.

For example, all pupils may develop Employment learning, but one pupil may do so through supported sensory participation and purposeful routines while another develops specific workplace skills, customer interaction or increasingly independent task completion.

This distinction enables the curriculum to remain coherent while genuinely personalised.

Stems and assessment

Teachers use the Sixth Form Stems alongside the school's Development Profiles and wider assessment processes to understand each pupil's strengths and next priorities.

Assessment should focus upon what the pupil can understand, communicate and apply rather than the completion of curriculum statements for their own sake.

The Stems support planning and progression; they are not checklists that every pupil is expected to complete in the same order.

A curriculum that remains broad

The strong Preparing for Adulthood focus of Sixth Form should not result in a curriculum that becomes exclusively task-based.

Communication, relationships, creative expression, physical development, problem solving, emotional wellbeing, leisure and personal interests remain important parts of adult life.

The Sixth Form Stems therefore support both functional preparation and the broader development required for young people to experience fulfilling lives beyond school.

Section 05

COMMUNICATION, CHOICE AND SELF-ADVOCACY

Expressing preferences. Making decisions. Advocating for needs

Communication is central to the Sixth Form curriculum because it enables young people to participate in decisions, develop relationships, express preferences, solve problems, access their communities and exercise greater control over their adult lives.

As pupils approach adulthood, communication teaching increasingly focuses on using communication functionally across different people, environments and situations. The aim is not simply to develop more communication, but to ensure that young people can use their communication as effectively as possible for purposes that matter in their lives.

Communication for adult life

Young people should have opportunities to communicate for genuine purposes throughout their Sixth Form experience. This includes expressing preferences, making choices, requesting assistance, refusing, asking questions, sharing information, interacting socially and communicating needs.

The Sixth Form Communication and Interaction Stems support this progression, while communication is also embedded throughout the wider Bridge for Life curriculum.

Skills should be practised beyond familiar classroom routines wherever appropriate. A young person who can make a choice with a familiar adult, for example, may need support to transfer that skill to a café, workplace, college visit or community setting.

Choice and decision-making

Young people should experience increasing involvement in decisions that affect them.

Choice should be meaningful. It should not consist solely of selecting between options predetermined by adults where the young person could appropriately have greater influence.

Depending upon the individual, decision-making may involve everyday choices about activities, food, clothing, leisure or how to spend time, as well as increasingly significant decisions about work experience, future education, relationships, health and transition.

Staff should provide information in accessible ways and allow sufficient processing time so that pupils can participate as fully as possible.

Self-advocacy

Developing self-advocacy is an important part of preparation for adulthood.

Young people should increasingly be supported to communicate what they want, what they do not want, what helps them and when something is wrong. They should develop an understanding, at an appropriate level, that their views matter and that they can influence decisions about their own lives.

For some pupils, self-advocacy may involve spoken discussion and increasingly complex decision-making. For others, it may involve reliably communicating preference, refusal, discomfort, pain or a request for a familiar form of support.

Both are significant expressions of agency.

Communication partners

Successful communication is not solely the responsibility of the young person.

Staff, families, employers, future providers and other communication partners need to understand how the young person communicates and how best to support interaction.

As pupils approach transition, particular attention should therefore be given to ensuring that important communication information can transfer effectively to the people and settings that will support them beyond Riverside Bridge School.

Section 06

PREPARING FOR ADULTHOOD

Exploring possibilities. Developing capabilities. Shaping futures.

Preparing for Adulthood provides a central organising principle for Riverside Bridge School Sixth Form. The four nationally recognised Preparing for Adulthood outcomes - Employment, Independent Living, Community Inclusion and Health - provide a framework for considering the knowledge, skills, experiences and support that may enable each young person to achieve the best possible adult outcomes.
These outcomes are interconnected and are reflected throughout the Bridge for Life curriculum rather than delivered as four isolated subjects.

Employment

Preparation for employment begins with understanding the individual young person's strengths, interests and aspirations and providing opportunities to develop the skills required for meaningful future occupation. Depending upon the pupil, this may include developing responsibility, completing purposeful tasks, following workplace routines, communicating with colleagues, developing stamina, travelling to a placement, solving problems or undertaking increasingly specific vocational activities.
Future employment-related outcomes may include paid employment, supported employment, supported internships, further education or training, volunteering and other meaningful occupational opportunities.
Expectations should remain ambitious while recognising the support and reasonable adjustments that may enable successful participation.

Independent Living

Independent Living focuses on enabling young people to exercise increasing choice, control and participation within their everyday lives.
Learning may involve food preparation, shopping, money, personal organisation, household tasks, travel, personal care, accessing services and making decisions.
Independence should not be understood simply as completing tasks without another person present. For some young people, greater independence may mean directing support, communicating how they want something done, making a choice or completing one element of a task rather than remaining a passive recipient of care.

Community Inclusion

Community Inclusion encompasses relationships, friendships, leisure, participation, citizenship and belonging.

Young people need repeated opportunities to access community environments for meaningful purposes and to interact with people beyond their immediate school network.

As confidence develops, staff should consider how experiences can become increasingly authentic and less dependent upon school routines.

This may involve using local services, accessing leisure opportunities, travelling, volunteering, joining community activities or developing relationships with people and organisations that may remain relevant after the young person leaves Riverside Bridge School.

Health and Wellbeing

Young people should develop the greatest possible understanding of and participation in their own health and wellbeing.

This includes physical health, emotional wellbeing, relationships, personal safety, healthy lifestyles and understanding how to access appropriate help and support.

Where appropriate, pupils should become increasingly involved in communicating about their own health, recognising changes, making choices and participating in appointments or decisions.

Health education should recognise the realities of adult life while remaining accessible to the individual learner.

Preparing for Adulthood as a progression

Bridge for Life recognises Preparing for Adulthood as something that develops throughout a pupil's education rather than beginning suddenly in Sixth Form.

Sixth Form represents the point at which this preparation becomes most explicit and immediate.

Planning should increasingly ask whether pupils can use their skills in the places, relationships and situations they are likely to encounter after leaving school. This helps ensure that progress within Sixth Form translates into meaningful preparation for life beyond Riverside Bridge School.

Section 07

EMPLOYMENT, CAREERS AND WORK-RELATED LEARNING

Discovering opportunities. Developing employability. Experiencing work

Employment and meaningful occupation are important aspects of adult life and form a significant part of the Sixth Form curriculum.

Riverside Bridge School provides careers education, work-related learning, enterprise and experiences of workplaces that enable young people to develop their understanding of work and explore future possibilities. Detailed expectations for careers education and workplace experiences are set out within the school's CEIAG and Work-Related Learning Policy. The Sixth Form curriculum builds upon this provision through increasingly personalised and sustained experiences.

Developing employability

Employability is broader than preparation for a particular job.

Young people may develop employability through communication, punctuality, responsibility, teamwork, problem solving, following routines, completing purposeful tasks, managing belongings, responding to feedback and recognising when support is required.

The Employment Stems enable these skills to develop progressively and within increasingly authentic contexts.

For some pupils, employability learning may initially involve participating in purposeful school-based responsibilities or enterprise. For others, it may involve increasingly independent participation within external workplaces.

Enterprise and vocational learning

Enterprise provides meaningful opportunities to experience responsibility, production, service, teamwork, communication and financial activity.

Enterprise should have a clear educational purpose. The value lies not simply in creating something to sell or raising money but in the skills, decision-making and understanding developed through the process.

Vocational experiences should similarly be selected because they provide relevant learning and potential progression rather than because they are traditionally associated with pupils with SEND.

Experiences of workplaces

Sixth Form pupils should have meaningful opportunities to experience workplaces where appropriate to their individual programme.

Placements are carefully matched to interests, strengths, aspirations, communication, sensory and physical needs, health, emotional wellbeing and the support required for successful participation.

Workplace experience does not need to take the form of a continuous two-week block. For many pupils, regular attendance such as one day each week over a sustained period can provide a more meaningful experience by allowing time to develop familiarity, relationships, confidence and skills.

Staff may support pupils within placements where required. Appropriate support is an enabling adjustment and does not reduce the authenticity of the experience.

Where possible, support should evolve as the pupil becomes more confident so that opportunities for increasing autonomy can be developed.

Learning from experience

Work-related learning should help young people understand more about themselves as well as about employment.

A placement may reveal that a pupil enjoys a particular environment, works well with particular routines, dislikes certain sensory conditions or requires a specific form of communication support.

This information is valuable and should contribute to future careers and transition planning.

Success is therefore not judged solely by whether a pupil can complete a job independently. Developing a clearer understanding of the conditions in which the young person can participate successfully is itself important preparation for adulthood.

Section 08

INDEPENDENT LIVING AND COMMUNITY ARTICIPATION

Developing life skills. Accessing communities. Increasing participation.

Independent Living and Community Inclusion are central to the Bridge for Life curriculum because young people need opportunities to apply their learning within the everyday environments, routines and relationships they are likely to encounter beyond school.

Riverside Bridge School understands independence broadly. It is not defined solely by whether a young person can complete a task without support. For some pupils, increased independence may mean initiating part of a routine, making a decision, communicating how support should be provided, recognising when help is needed or participating more actively in an activity that previously relied heavily upon adults.

Developing skills for everyday life

Independent Living learning is practical, purposeful and increasingly connected to adult-life contexts.

Young people develop skills relating to areas such as food and meal preparation, shopping, money, personal organisation, household routines, travel, personal care and accessing services. The emphasis placed upon individual areas reflects the young person's starting point, likely future circumstances and the skills that will make the greatest difference to their participation in adult life.

Learning should move beyond simulated activities where pupils are ready to do so. For example, understanding money may be developed through purchasing an item in a real shop, while food preparation may include planning, shopping, preparing and clearing away rather than completing an isolated cooking activity.

Community participation

The community provides an essential learning environment within Sixth Form.

Young people should have regular opportunities to use community facilities, interact with unfamiliar people, access services and participate in activities beyond school. Repeated access can enable pupils to develop familiarity and confidence before applying their skills within increasingly varied situations.

Community participation should have a clear purpose. Visits should contribute to identified learning rather than becoming outings without sufficient connection to the young person's development.

As pupils become more confident, staff should consider how responsibility can gradually shift towards the young person through increased choice, independent communication, navigation, purchasing, problem solving or management of personal belongings.

Travel and accessing the community

The ability to travel safely can have a significant impact upon adult independence, employment, relationships and leisure.

Travel learning is therefore personalised. For one young person this may involve learning a familiar pedestrian route or using public transport increasingly independently. For another it may involve recognising familiar destinations, communicating where they want to go, participating safely in supported travel or developing greater understanding of routines associated with school or community transport.

The intended outcome is the greatest meaningful participation and independence achievable for the individual rather than a single expectation of independent travel for all.

Leisure and life beyond education

Preparation for adulthood must include consideration of what young people will do outside education, employment or formal services.

Young people should have opportunities to discover leisure interests and experience places and activities they may be able to continue accessing after leaving Riverside Bridge School. These may include sports and leisure facilities, cafés, libraries, parks, cultural venues, community groups, creative activities and other age-appropriate opportunities.

Developing sustainable interests can support wellbeing, relationships, community belonging and quality of life in adulthood.

Section 09

HEALTH, WELLBEING AND RELATIONSHIPS

Promoting health. Nurturing relationships. Supporting wellbeing.

Health and wellbeing are fundamental to successful adult life and form an important part of the Sixth Form curriculum.

As young people approach adulthood, learning should increasingly support them to understand and participate in decisions relating to their bodies, health, emotional wellbeing, relationships and personal safety.

Teaching remains personalised and accessible while ensuring that content and expectations are appropriate to young adults.

Understanding and participating in health

Young people should be supported to take the greatest possible role in understanding and managing their own health.

Depending upon the individual, this may involve recognising and communicating pain or discomfort, identifying healthy choices, understanding medication or treatment at an appropriate level, participating in health appointments, following personal health routines or communicating when something does not feel right. For pupils with significant health needs, increasing agency may involve becoming more active in routines that adults have historically managed on their behalf.

Emotional wellbeing and self-management

The Sixth Form Self-Management and Emotional Regulation Stems support pupils to develop increasing awareness of themselves and the strategies, environments and support that help them participate successfully.

Young people may develop greater ability to recognise emotional or physiological states, communicate when they require support, use personalised strategies, manage changes or recover from situations they find challenging.

The aim is not to require pupils to suppress distress or appear regulated for the convenience of others. Staff seek to understand what communication and behaviour may indicate and support young people to develop meaningful ways of expressing needs and managing situations.

Relationships

Relationships education within Sixth Form reflects the fact that pupils are young adults.

Young people should receive accessible teaching about friendships, different types of relationships, personal boundaries, consent, privacy, appropriate and inappropriate behaviour, online interaction and how to seek help.

Where appropriate to individual understanding, learning also includes intimate and sexual relationships and the responsibilities, choices and risks associated with adult relationships.

Teaching is delivered in accordance with the school's PSHE, RSHE and Health Education Policy and should respect pupils' communication needs, dignity and right to age-appropriate information.

Personal safety and safeguarding

Preparation for adulthood includes developing the greatest possible understanding of personal safety.

Young people should be supported to recognise situations that may be unsafe, understand boundaries, communicate refusal and know how to seek help at an appropriate level.

This becomes particularly important as pupils access a wider range of community environments, workplaces, digital spaces and relationships beyond familiar school staff.

Safeguarding education should therefore develop alongside increasing independence rather than becoming a reason to restrict appropriate adult-life experiences.

Section 10

LITERACY, NUMERACY AND DIGITAL SKILLS FOR ADULT LIFE

Applying literacy. Using numeracy. Developing digital confidence.

Literacy, numeracy and digital skills remain important within Sixth Form, but their teaching becomes increasingly connected to the purposes for which young people will use them in adult life.

The emphasis is on maintaining and developing the knowledge and skills that enable greater communication, independence, problem solving and participation.

Functional literacy and communication

Literacy is understood within the context of each young person's communication profile.

For some pupils, functional literacy may involve reading and producing increasingly complex written information. For others, it may involve recognising symbols, photographs, environmental print, signs, labels or other information that supports everyday independence.

Relevant contexts may include reading menus, signs, instructions, travel information, timetables, messages, forms, workplace information and digital communication.

Communication remains central. A young person's ability to use AAC effectively to communicate with a shop assistant or colleague may be considerably more important to their future independence than completing an abstract written literacy exercise.

Functional numeracy

Numeracy is developed through practical situations in which mathematical understanding has a genuine purpose.

This may include money, budgeting, shopping, time, measurement, quantity, cooking, travel, timetables and workplace tasks.

The level of mathematical complexity will vary considerably between pupils, but teaching should increasingly enable young people to apply what they know within real-life situations.

Where pupils are working towards appropriate mathematics qualifications or accreditation, this should complement rather than replace opportunities to apply numeracy functionally.

Digital skills

Digital participation is an increasingly important aspect of adult life.

Young people should develop digital skills appropriate to their needs and future circumstances. These may support communication, leisure, learning, employment, travel, shopping, accessing information, managing routines or maintaining relationships.

For some pupils, assistive technology and AAC are fundamental to participation and should be understood as tools for independence rather than simply specialist equipment used within lessons.

Online safety and digital independence

Increasing digital access also brings increasing responsibility and risk.

Young people should receive accessible and age-appropriate teaching about online safety, privacy, communication, relationships, personal information, financial risk and seeking help.

The aim is to develop safer and more informed participation rather than unnecessarily restricting digital access.

As with other aspects of independence, staff should balance protection with opportunities for young people to develop the skills they will need when school support is no longer immediately available.

Section 11

CREATIVE, PHYSICAL AND ENRICHMENT OPPORTUNITIES

Encouraging creativity. Promoting activity. Broadening experiences.

A curriculum preparing young people for adulthood must support more than functional independence and employment. A fulfilling adult life also includes creativity, leisure, physical activity, interests, relationships and opportunities for enjoyment.

Creative and Physical Development therefore remains an important element of the Sixth Form curriculum.

Creative development

Music and Art provide opportunities for expression, communication, creativity, choice and the development of personal interests.

For some pupils, creative activity may provide a particularly powerful means of expressing preferences or emotions that are difficult to communicate in other ways. For others, it may develop into a sustained leisure interest, area of talent or potential vocational pathway.

Creative learning should be age-appropriate and provide increasing opportunities for young people to make decisions about materials, processes, styles and outcomes rather than simply reproduce adult-directed products.

Art will sit alongside Music within the Creative and Physical Development Stems so that progression in creative learning is represented explicitly within the Sixth Form curriculum.

Physical development

Physical activity contributes to health, wellbeing, confidence and quality of life.

Sixth Form pupils should experience physical activities that are relevant to young adulthood and, where possible, introduce forms of exercise or recreation that could continue beyond school.

Adaptation should enable pupils with physical, sensory or health needs to participate meaningfully. The purpose may include developing physical skills, fitness, confidence, teamwork, enjoyment or identifying an activity the young person wishes to continue in adulthood.

Cooking and food

Cooking provides an important context for developing independence, health, communication, numeracy, decision-making and practical problem solving. Within Sixth Form, cooking should increasingly connect to

adult life through activities such as making choices about meals, planning, shopping, budgeting, preparation, food safety, using equipment and clearing away.

The level of participation is personalised, but pupils should be enabled to take as active a role as possible rather than adults completing tasks on their behalf.

Enrichment and leisure

Sixth Form pupils continue to access the school's wider enrichment entitlement.

As young people approach adulthood, enrichment should increasingly help them discover interests and opportunities that could form part of life beyond Riverside Bridge School. Community leisure, arts and culture, sport, outdoor experiences, residential opportunities, volunteering and personal challenge can all contribute to this.

Detailed expectations for enrichment are set out within the school's Personal Development and Enrichment Policy. Within Sixth Form, the particular emphasis is on increasing choice, age-appropriate participation and the potential sustainability of interests beyond school.

Section 12

ACCREDITATION AND RECOGNITION OF ACHIEVEMENT

Celebrating progress. Recognising achievement. Supporting progression.

Accreditation can provide valuable recognition of learning within Sixth Form and support progression into future education, training, employment and adult-life opportunities.
At Riverside Bridge School, accreditation is selected according to the needs, strengths and future pathway of the individual young person. It supports the curriculum rather than determining it.

Appropriate accreditation

Young people may work towards appropriate nationally recognised qualifications, awards or unit-based accreditation where these provide meaningful recognition of their learning.
This may include OCR Life and Living Skills, AQA Unit Award Scheme and other appropriate programmes or qualifications identified by the school.
The choice of accreditation should consider whether it:

- reflects meaningful learning for the individual;
- provides an appropriate level of challenge;
- recognises knowledge or skills relevant to future life;
- supports progression to a future destination;
- can be achieved without unnecessarily narrowing the wider Sixth Form curriculum.

Not every valuable achievement requires formal accreditation. Equally, a young person's SEND should not prevent access to an appropriate qualification where they can meaningfully undertake it.

Accreditation within the curriculum

Accredited learning should be integrated naturally within Bridge for Life wherever possible.
For example, evidence towards a Life and Living Skills unit may arise through genuine cooking, community access, enterprise, independent living or workplace activity rather than through creating a separate programme simply to generate evidence.
This helps ensure that accreditation reflects authentic learning and application.

Recognition beyond qualifications

Riverside Bridge School recognises that some of the most significant achievements made by Sixth Form pupils may not be captured fully through formal qualifications.

Developing a reliable means of communicating refusal, completing a workplace routine with reduced support, independently making a purchase, managing an unfamiliar journey or communicating effectively with a new person may represent substantial progress towards adult life.

Such achievements should be recognised through the school's assessment processes, Development Profiles, EHCP review and other appropriate forms of celebration and recognition.

The measure of success is therefore broader than the number of qualifications achieved. It is the extent to which the young person has developed the knowledge, skills, confidence and agency required for their next stage of life.

Section 13

EHCP OUTCOMES AND PERSONALISED LEARNING

Identifying priorities. Personalising provision. Achieving outcomes.

The Education, Health and Care Plan remains an important part of personalised Sixth Form provision. EHCP outcomes provide a long-term view of the knowledge, skills and independence that are important for the individual young person's future. They should connect meaningfully with curriculum learning and transition planning rather than operate as a separate programme alongside them.

Integrating EHCP outcomes

Teachers consider EHCP outcomes alongside the Sixth Form Stems, Development Profiles and Preparing for Adulthood priorities when planning each young person's programme.

Where appropriate, an EHCP outcome may be developed through several areas of the curriculum. A communication outcome, for example, might be addressed through workplace experience, community access, cooking, relationships and leisure rather than practised only during a designated intervention.

This supports generalisation and helps pupils use important skills in contexts that matter.

Young person-centred planning

As pupils approach adulthood, their involvement in planning should become increasingly significant.

Young people should be supported to communicate what matters to them, what they enjoy, what they would like to change and what they may want for their future.

The approach used to gather these views must reflect the individual's communication. Spoken or written responses are not the only valid forms of pupil voice. Preferences, choices, engagement, refusal, AAC, observation and responses across different experiences may all contribute.

Families and professionals provide important information, but their views should not unnecessarily replace the young person's own voice where that voice can be understood.

Annual reviews and Preparing for Adulthood

Annual reviews during Sixth Form should have a strong Preparing for Adulthood and transition focus.

Discussion should increasingly consider the young person's likely future environment and the learning, support, adaptations and experiences required to prepare for it.

As the pupil approaches leaving Riverside Bridge School, outcomes should become increasingly specific to successful transition and sustainable adult participation.

Section 14

TRANSITION INTO SIXTH FORM

Preparing transitions. Building familiarity. Establishing confidence.

Transition into Sixth Form should enable young people and families to understand how education changes as pupils move into an increasingly adult-focused phase.

Planning should begin before entry so that relevant information about communication, learning, health, independence, aspirations and support can inform the young person's Sixth Form programme from the outset.

Building on previous learning

Sixth Form does not start again at Year 12.

Teachers use existing assessment information, Development Profiles, EHCP outcomes, careers information and knowledge from previous class teams to identify strengths and priorities.

The Sixth Form Stems build upon earlier learning while shifting its purpose increasingly towards adult-life application.

For pupils already attending Riverside Bridge School, continuity of specialist approaches remains important, but this should be accompanied by a clear change in age-appropriate expectations, environments and experiences.

Understanding the young person's future

Transition planning should consider what is already known about the young person's interests, aspirations and possible future pathways.

This does not mean deciding their destination before Sixth Form begins. Years 12 and 13 should provide opportunities to explore possibilities and gather better information about what may suit the individual.

Early discussion with families can also identify areas that may require particular attention, such as travel, personal care, communication with unfamiliar adults, independent living, future education or employment.

A Sixth Form identity

Young people should experience Sixth Form as a distinct phase of school life.

The environment, language, expectations, responsibilities and opportunities should reflect their status as young adults.

Where appropriate, pupils should have increasing opportunities to make decisions, take responsibility, access different environments and participate in experiences that distinguish Sixth Form from earlier stages of schooling.

Section 15

TRANSITION BEYOND RIVERSIDE BRIDGE SCHOOL

Planning destinations. Co-ordinating support. Enabling successful transitions.

Successful transition beyond Riverside Bridge School is one of the central purposes of Sixth Form provision.

Transition is understood as a process rather than an event. It should develop throughout Sixth Form and become increasingly personalised as the young person's future destination becomes clearer.

Identifying appropriate destinations

Future destinations will vary according to the individual young person's aspirations, strengths, support needs and available opportunities.

These may include further education, specialist further education, supported internships, apprenticeships where appropriate, supported employment, employment, voluntary activity, adult social care provision or combinations of education, occupation and community-based support.

The aim is not simply to secure a destination. It is to identify a pathway in which the young person can continue to develop, participate and experience a meaningful adult life.

Preparing for the destination

Once a likely destination becomes clearer, curriculum and transition planning should increasingly consider the knowledge, skills and experiences that will support success there.

This may involve visits, familiarisation, supported transition sessions, travel preparation, communication with new adults, developing specific independence skills or gradually increasing the time spent within the future setting.

Young people who require significant support with change may need an extended and carefully sequenced transition programme.

Sharing what helps the young person succeed

Receiving providers need more than a description of a young person's needs.

Where appropriate and with due regard to information-sharing requirements, transition should communicate the approaches that enable the young person to participate successfully, including their communication, preferences, strengths, sensory needs, successful support strategies, health and personal care arrangements and level of independence.

Particular attention should be given to transferring personalised communication knowledge so that a young person's ability to exercise choice and self-advocacy is not lost when familiar school staff are no longer present.

Building sustainable connections

Where possible, Sixth Form experiences should help pupils develop connections with people, places and organisations that may remain relevant after they leave Riverside Bridge School.

This might include a college, workplace, leisure provider, community group, travel route or other local service.

Repeated experience can make transition more sustainable because the young person is not required to leave every familiar relationship and environment behind at the same time.

Destination outcomes

The school monitors the destinations of young people leaving Riverside Bridge School and, where practicable, considers the sustainability of those destinations.

This information contributes to evaluation of the Sixth Form curriculum. It helps leaders understand whether pupils are being prepared effectively and whether particular aspects of Bridge for Life require further development.

The ultimate purpose of transition is not simply that every young person has somewhere to go when they leave school. It is that they move into adult life with the strongest possible foundations for communication, participation, wellbeing, meaningful occupation and greater control over their own future.

Section 16

PARTNERSHIP WITH FAMILIES AND PROFESSIONALS

Sharing aspirations. Co-ordinating expertise. Strengthening partnerships.

Partnership with families and professionals is particularly important during Sixth Form because decisions made during this phase have a direct relationship with the young person's transition into adulthood.
Riverside Bridge School seeks to work collaboratively with young people, parents and carers, health and social care professionals, careers professionals, employers, colleges and other relevant agencies so that planning is coordinated and focused upon meaningful future outcomes.

Working with parents and carers

Parents and carers bring detailed knowledge of the young person's communication, health, independence, interests, strengths and support needs. They are important partners in identifying priorities for adult life and planning successful transition.
The school provides families with clear information about the Sixth Form curriculum, accreditation, careers and workplace experiences, Preparing for Adulthood and transition opportunities.
As young people approach adulthood, partnership with families should increasingly recognise the young person's developing rights, choices and autonomy. Staff support families through this transition while keeping the young person's voice central to planning.
There may be occasions when the aspirations of the young person, family and professionals differ. Where this occurs, the school seeks to facilitate constructive discussion, provide appropriate information and maintain a person-centred approach.

Multi-agency working

Some young people require coordinated input from education, health and social care to prepare successfully for adulthood.
Relevant professionals may contribute specialist knowledge relating to communication, physical development, sensory needs, emotional wellbeing, health, equipment, mobility, personal care or future support.
Therapeutic and specialist recommendations should, wherever appropriate, be integrated into meaningful curriculum and adult-life contexts rather than operating as disconnected programmes.
As transition approaches, effective multi-agency working becomes increasingly important in identifying what provision, support and reasonable adjustments will need to continue beyond school.

Working with colleges, employers and community partners

Partnerships beyond school enable pupils to experience authentic adult-life environments and help future providers understand how young people with SEND can participate successfully.

The school works with appropriate colleges, employers, community organisations and other providers to create opportunities for visits, workplace experiences, transition activity, vocational learning and community participation.

Information sharing should be proportionate, purposeful and undertaken in accordance with safeguarding and data-protection requirements.

The aim is to create continuity between school and adult life rather than expecting the young person to establish every relationship and support arrangement again when they leave Riverside Bridge School.

Section 17

ASSESSMENT AND PROGRESSION

Identifying progress. Evaluating learning. Informing next steps.

Assessment within Sixth Form should help staff understand whether young people are becoming better prepared for adult life. It should identify what pupils know and can do, the level of support they require, the contexts in which they can apply their learning and the priorities that are likely to make the greatest difference to their future participation and independence.

Assessment is therefore closely connected to curriculum planning rather than being an activity undertaken separately from teaching.

Using the Sixth Form Stems

The Sixth Form Stems of Learning provide the principal progression structure for Bridge for Life.

Teachers use the Stems to identify appropriate learning priorities, understand progression and consider how skills can be developed from supported participation towards increasingly independent and functional application.

The Stems should not be treated as a checklist to be completed sequentially. Pupils may demonstrate different levels of independence across different areas and contexts.

For example, a young person may independently complete a familiar cooking routine but require significant support to communicate with unfamiliar people during a community activity. Assessment should preserve this important information rather than reducing the pupil to a single overall level.

What progression looks like

Progression within Sixth Form may involve developing new knowledge or skills, but it may also involve applying existing learning more effectively.

Staff consider whether pupils are demonstrating increasing:

- engagement and active participation;
- intentional communication;
- choice and decision-making;
- fluency and consistency;
- independence;
- ability to solve problems;
- ability to work with different people;
- application across different environments;
- ownership of their own support.

This enables significant progress to be recognised for pupils across Flow 1, Flow 2 and Flow 3.

Generalisation and functional application

Generalisation is particularly important within Sixth Form.

A skill demonstrated in a familiar classroom with a familiar adult may represent important learning, but preparation for adulthood requires consideration of whether the pupil can use that skill elsewhere.

Teachers therefore seek opportunities for young people to apply learning with different people, using different resources and within community, workplace and other adult-life environments where appropriate.

Support should be adjusted purposefully. Reducing support is valuable when it enables greater autonomy, but removing necessary support simply to demonstrate independence can prevent meaningful participation.

Evidence of learning

Evidence should be proportionate to its purpose.

Relevant evidence may arise through observations, pupils' work, photographs or video where appropriate, workplace feedback, accreditation evidence, Development Profiles, pupil voice and examples of functional application within real-life contexts.

The quality of assessment does not depend upon collecting large quantities of evidence. Evidence should help teachers understand learning, inform next steps or demonstrate meaningful achievement rather than being gathered simply because an activity occurred.

Detailed expectations for assessment and evidence are set out within the school's Teaching, Learning and Assessment Policy and associated guidance.

Section 18

ROLES AND RESPONSIBILITIES

Defining responsibilities. Coordinating delivery. Maintaining accountability.

High-quality Sixth Form provision depends upon clear leadership alongside shared responsibility for preparing young people for adulthood.

The Governing Board provides strategic oversight of Sixth Form provision and seeks assurance that the curriculum is ambitious, appropriate and effectively preparing young people for their next stage.
Governors also ensure that relevant statutory responsibilities relating to SEND, safeguarding, careers education, equality and post-16 provision are met.

The Headteacher and Senior Leaders are responsible for ensuring that Sixth Form has a clear strategic direction and that Bridge for Life is implemented consistently.
They ensure that provision is appropriately staffed and resourced, that curriculum expectations remain ambitious across all pathways and that transition, careers and Preparing for Adulthood have appropriate priority.
Senior leaders also monitor whether the curriculum remains age-appropriate and whether pupils are receiving sufficient opportunities to apply their learning beyond the classroom.

The Sixth Form Lead are responsible for the effective coordination and ongoing development of Bridge for Life. This includes overseeing curriculum implementation, supporting consistency in the use of the Sixth Form Stems, coordinating transition and Preparing for Adulthood activity and ensuring that pupils' programmes become increasingly personalised and future-focused.
Sixth Form leadership works closely with curriculum leaders, the Careers Leader, teachers, therapists and other relevant professionals.

Teachers are responsible for translating the Bridge for Life curriculum into ambitious and personalised learning. They use assessment, the Sixth Form Stems, EHCP outcomes and knowledge of the individual young person to identify priorities and plan meaningful learning within appropriate adult-life contexts.
Teachers also ensure that learning is sufficiently broad and that functional preparation does not unnecessarily replace creative, physical, social or personal development.

Co-educators and support staff make a significant contribution to Sixth Form learning because many important skills are developed through everyday routines, community experiences and workplace activity.

Staff should understand the intended learning within activities and support pupils in ways that encourage active participation.

Particular attention should be given to avoiding unnecessary dependence. Staff should know when to assist, when to wait, when to prompt and when to create space for the young person to communicate, solve a problem or attempt part of a task independently.

Young people are active participants in their Sixth Form programme.

They should be supported to communicate preferences, make decisions, evaluate experiences and contribute to planning for their future using communication approaches accessible to them.

The expectation of pupil involvement applies across all three pathways.

Section 19

MONITORING, EVALUATION AND CONTINUOUS IMPROVEMENT

Reviewing provision. Evaluating impact. Driving improvement.

Riverside Bridge School evaluates Sixth Form provision according to the quality of education provided and the extent to which young people are becoming better prepared for life beyond school.
Monitoring considers curriculum implementation, pupil progress and the quality and breadth of adult-life experiences rather than relying solely upon accreditation outcomes.

Evaluating the curriculum

Leaders consider whether Bridge for Life is providing appropriate breadth and progression across the Sixth Form Stems and the four Preparing for Adulthood outcomes.
Evaluation should consider whether learning is increasingly age-appropriate, functional and transferable and whether Flow 1, Flow 2 and Flow 3 pupils are all receiving an ambitious Sixth Form entitlement.
Particular attention should be given to whether pupils with the most complex needs have equitable access to community experiences, careers learning, workplace opportunities, enrichment and meaningful preparation for adulthood.

Evaluating impact

Evidence of impact may include curriculum and assessment information, Development Profiles, EHCP outcomes, accreditation, workplace experiences, pupil and family voice, transition information and destination outcomes.
Leaders should also consider qualitative changes that may have substantial importance for adult life, such as increased confidence with unfamiliar people, greater participation in personal care, improved communication of choice, successful use of community environments or reduced reliance upon adult prompting.
The question is not simply whether provision occurred, but what difference it made.

Pupil and family voice

Young people's views are an important source of evidence about the effectiveness of Sixth Form.
Pupil voice should be gathered through accessible approaches and interpreted alongside pupils' choices, preferences, engagement and responses to experiences.

Parents and carers can provide valuable information about whether learning is transferring beyond school and whether changes in confidence, independence or communication are evident within home and community life.

Destinations and sustained outcomes

Destination information provides an important measure of the effectiveness of Sixth Form and transition provision.

The school monitors where young people progress after Riverside Bridge School and, where practicable, considers whether destinations are sustained and appropriate.

This information should inform curriculum development. If destination evidence identifies recurring gaps in pupils' preparation, these should influence future Bridge for Life priorities.

Continuous improvement

Sixth Form provision should remain responsive to changes in the needs of pupils, available post-school opportunities, statutory expectations and developments in Preparing for Adulthood.

The Bridge for Life curriculum and Sixth Form Stems are therefore reviewed and refined as part of the school's curriculum improvement cycle.

Changes should be made because they strengthen young people's preparation for adulthood rather than simply adding additional programmes, accreditation or documentation.

Section 20

RELATED POLICIES AND FRAMEWORKS

Connecting practice. Strengthening consistency.

This policy should be read alongside:

- Curriculum Policy
- Teaching, Learning and Assessment Policy
- Preparing for Adulthood Policy
- CEIG and Work-Related Learning Policy
- Personal Development and Enrichment Policy
- PSHE Education, Relationships and Sex Education and Health Education Policy
- Total Communication Framework
- Positive Support Framework
- Safeguarding and Child Protection Policy
- Medical Needs, Medication and Allergy Safety Policy
- Equality Information and Objectives
- Accessibility Plan
- SEND Information Report
- Educational Visits Policy

The policy is implemented alongside the Riverside Bridge School Bridge for Life Curriculum Framework, Sixth Form Stems of Learning, Development Profiles and relevant accreditation specifications.

Riverside Bridge School Sixth Form exists to prepare young people for lives beyond school that are meaningful, participative and as self-directed as possible.

Bridge for Life provides the structure through which pupils build upon their previous learning and increasingly apply communication, knowledge and skills within the contexts of adult life.

Success will look different for each young person. For some, it may include qualifications, further education or employment. For others, it may be demonstrated through greater communication, active participation in personal care, meaningful community involvement, stronger relationships or increased ability to direct the support they receive.

Across Flow 1, Flow 2 and Flow 3, the ambition remains the same: to enable every young person to leave Riverside Bridge School with the greatest possible agency, confidence, participation and preparation for their future.