

# Dawn House School:

## 3 I's - Bridge Class

# Engage, Develop, Communicate, Aspire



### Intent:

The Bridge Class at Dawn House School has been developed to support upper school pupils who are not yet ready for the full main school experience. Our intent is to provide a highly structured, nurturing, and consistent learning environment that bridges the gap between our Lower School provision and the wider school setting. This smaller, more static class allows for a tailored approach to meet pupils' cognition and learning needs, helping them build confidence and develop the skills required to successfully transition into a more dynamic school model in the future.

### We aim to:

- Offer continuity through a consistent classroom environment and staffing.
- Support emotional regulation, independence, and positive relationships.
- Deliver a broad and balanced curriculum, underpinned by the National Curriculum and personalised to individual needs.
- Encourage engagement in learning and participation in school life through accessible, meaningful experiences.
- Enable all pupils to make progress in core subjects.

### Implementation:

The Bridge Class is led by a dedicated teacher and supported by two teaching assistants, providing a high level of adult support within a class of no more than six pupils. Pupils will also have an allocated speech and language therapist, occupational therapist and wellbeing support. This staffing structure ensures consistency in relationships, expectations, and routines - crucial for pupil wellbeing and readiness to learn.

- **Curriculum Delivery:** Core subjects, including English and Maths, are delivered within the Bridge classroom by the class teacher, tailored to each pupil's individual needs and learning level. Pupils access specialist teaching for selected foundation subjects (e.g., Art, PE, Forest Schools) in appropriate facilities within the main school, supported by known adults.
- **Environment:** The classroom is calm, structured, and predictable, designed to promote emotional regulation and learning readiness. Visual supports, sensory strategies, and clear routines are embedded into the day.
- **Assessment and Monitoring:** Ongoing assessment and regular monitoring inform planning and ensure that teaching remains responsive to pupil progress and need.
- **Pastoral Support:** Pupils benefit from therapeutic input and close communication between the teaching team, therapists, and families to support emotional and social development.
- **Wider Learning:** Pupils participate in regular enrichment activities and educational visits that foster independence, build cultural capital, and promote community engagement.

### Impact:

The impact of the Bridge Class is measured not only in academic progress but also in pupils' personal growth, regulation, and readiness for more independence within the wider school.

- Pupils show increased engagement and confidence in their learning.
- Emotional regulation improves, with pupils able to manage transitions and routines more effectively.
- Progress is evident in core subjects through internal assessments.
- Pupils demonstrate improved social communication and interaction skills.
- Readiness to transition to a more flexible timetable and increased access to the main school curriculum is observed over time.
- Pupils equipped with the skills, resilience, and confidence to succeed within Dawn House School and beyond.