

Curriculum 2021-22



Pride
Passion
Partnership
Professionalism
Positivity

Placing every child at the heart of everything we do

School Values: We are learning to be Safe, Independent and Resilient

Overview of School

The Bridge Satellite Provision is a SEN Free School for pupils with a diagnosis of autism as their primary area of need. We aim for all members of our school community to become Safe, Independent and Resilient learners so we have planned a curriculum to support them to do this. Our key driver has been firmly rooted in the particular cohort of our school. We believe that without the correct support, some young people with autism can find education extremely challenging. Our school has a cohort who require a carefully planned curriculum with a holistic approach to develop the whole child. We recognise that our learners need to develop their personal and social skills, to value themselves, and to develop aspirations for their future and for their community.

We aim for all pupils to feel included and accepted in order to achieve their full potential. Our curriculum has been designed specifically to support this.

Curriculum Intent

We intend to provide an education for all our pupils that addresses their individual learning needs through the combination of our Core Satellite Curriculum (**CSC**) and a modified National Curriculum.

At the Satellite Provision we nurture active minds; our pupils will be encouraged to achieve their full academic potential and will experience success. They will develop confidence in their personal, social and emotional skills equipping them to make a positive contribution to society.

The curriculum at The Satellite Provision reflects the vision and values of our school. It is a flexible, knowledge led and skills engaged framework designed to accommodate the varying learning needs of our pupils. It provides our learners with opportunities for enjoyment and achievement through a broad and rich curriculum matched to ability, interest and individual needs. We believe that at all stages of development, learning should be structured and stimulating, enjoyable and a worthwhile experience in its own right. We encourage our learners to consider the feelings and actions of others and prepare them for life in modern Britain.

We recognise that adjustments to the National Curriculum are often needed to suit the learning of our pupils. As such we deliver a modified National Curriculum that is underpinned by the Core Satellite Curriculum (**CSC**). Our curriculum has been developed and is supported by a multi-disciplinary team of teachers; speech and language therapists; and occupational therapists with the aim of promoting generalisation of skills.

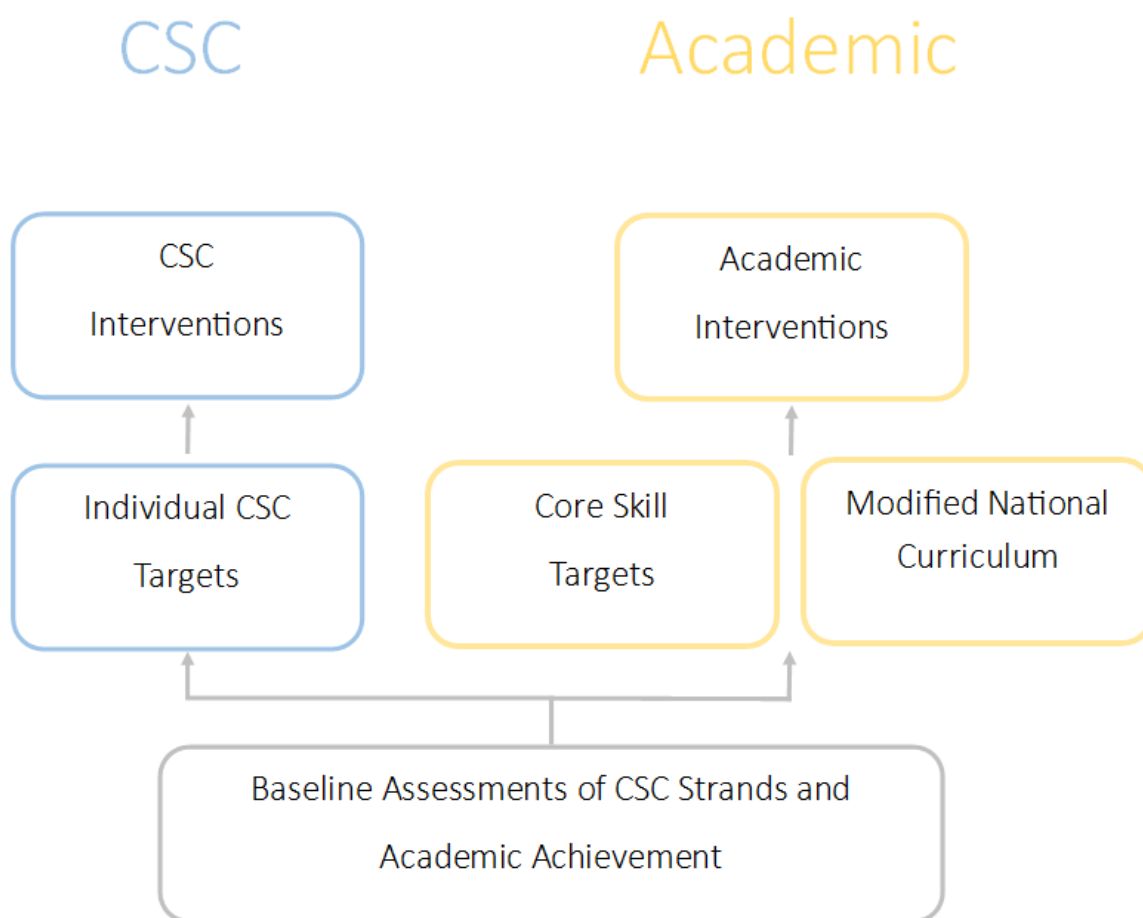
The CSC comprises of the following four strands, taken from the Autism Education Trust Progression Framework:

1. Communication and interaction.
2. Social understanding and relationships.
3. Emotional understanding and self-awareness.
4. Independence and community participation.

The CSC Strands evolved from an understanding of the key areas of support that pupils with social communication differences require that are not sufficiently addressed in the core National Curriculum¹.

Pupils’ needs across these strands will vary. A baseline assessment of strengths and needs, alongside input from pupils and their families, identifies specific targets across the four CSC strands for each pupil to be working towards. We recognise that differences in these areas are the most significant barriers to learning for our pupils. Therefore, whilst National Curriculum subjects are taught discretely, the CSC strand targets will be addressed both discretely through specific timetabled interventions, as well as integrated into all aspects of the school day.

The figure below details how the specific curriculum for each pupil is led by baseline assessments.



¹ There is a well-established rationale for the prioritising of these areas of focus (see for example <http://www.aetraininghubs.org.uk/wp-content/uploads/2016/02/PF-report.pdf>).

Curriculum Implementation

Modified National Curriculum

We will deliver a modified version of the National Curriculum. This modification will involve tailoring what is taught and how. For example, we may cover slightly different programmes of study within a National Curriculum subject or we may reduce or increase the focus on specific programmes of study within a subject. In addition, careful thought is given to time and pace of lessons, emotional regulation, being ready to learn and independence. The following skills will be threaded through our curriculum recognising they are core areas of need for our pupils: social and emotional learning, self-regulation, planning, organisation and problem solving, flexible thinking and understanding the thoughts and feelings of others.

Core Skills

We recognise that many of our pupils have 'spiky' profiles with varying abilities across areas. Also a number of our pupils may have missed out on key areas of their learning in English and maths and would benefit from developing their basic skills in these areas. In order for our pupils to access maths and English lessons and reach their full potential we have assigned specific sessions per week (core skills lessons) to work on individual reading, writing and numeracy targets specific to the pupil's needs.

Below is an overview of the curriculum. The specific application of this will differ slightly for each pupil based on their unique strengths and needs.

Key Stages 1 and 2

The Academic Curriculum for Key Stages 1 and 2 broadly follows a modified National Curriculum. Core skills lessons are used to address gaps in learning in English and maths. Pupils study the following subjects: English, maths, science, art, design and technology, history, geography, music, physical education (PE), computing, PSHE and religious education.

Key Stage 3

The Academic Curriculum for Key Stage 3 broadly follows a modified National Curriculum. Core skills lessons are used to address gaps in learning in English and maths. Pupils study the following subjects: English, maths, science, art, design and technology, universal learning (citizenship, geography, religious education and history), PE, computing, PSHE and SRE.

Core Satellite Curriculum (CSC)

The CSC Strands will be taught across all Key Stages and are embedded in all aspects of the school day, as well as being taught discretely. Below are examples of the therapy approaches which may be used in the CSC. These are for strands 1-4 in the AET framework (Communication and interaction; Social understanding and relationships and Emotional understanding and self-awareness, Independence and community participation.) The below interventions are taught by both the staff team and therapy team. The interventions may be covered in blocks throughout the school year with careful planning of how skills learnt are generalised into everyday activities and learning.

Example Core interventions

- **Bridges social understanding curriculum** an evidence based social skills curriculum that is taught throughout the school year.
- **Zones of regulation** supports pupils to build awareness of their feelings and utilize a variety of tools and strategies. This is taught continuously throughout the school year.
- **Build therapy** is used to develop group communication skills such as turn taking, assertiveness, complements as well as expressive and receptive language skills (giving and following instructions) and comprehension monitoring
- **smiLE therapy** is used to teach useful daily communication skills in real life scenarios such as making requests in an office, ordering a sandwich or paying in a supermarket
- **Teaching children with autism to mind read** is used to support children in understanding their beliefs and emotions and seeing things from another person's perspective
- **Language for thinking** is a structured approach to develop children's language and to develop inference, prediction and understanding of questions and ability to understand and recall information from what they have seen or read
- **Autism awareness projects** are individual projects that support the pupil to understand their diagnosis, core resources are used to support the pupils with this process at a point in their education when both pupil and parent/carer are ready
- **Talk About** a structured programme for teaching and measuring social skills

In addition to the above, pupils can also access more specific, individualised packages of support from the therapy team.

Curriculum Impact

Our curriculum is implemented through well-taught and appropriately sequenced content, thoughtfully designed assessment practice and consideration of an appropriate model of progression. Attainment of our pupils will always remain important as one measure of a school's effectiveness and of course is hugely important to our young people themselves. We believe that a well-constructed, well-taught curriculum will lead to good results because those results will reflect what our pupils have learnt.

We have an assessment policy and marking policy and staff regularly review and assess the impact that the curriculum is having. We do this through a variety of avenues including:

- Regular summative and formative assessments, against the relevant frameworks and analysis of this information.
- Questionnaires (pupils and parents/carers).
- Pupils' self-assessment against curriculum outcomes.
- Book looks i.e. looking at how the curriculum is being taught and evidence of sequential learning.

Importance of partnership with families and pupils

The involvement of families and the pupils themselves in their education process is central to achieving the aims of The Bridge Satellite Provision. The opinions of parents and pupils at the Satellite Provision are always sought when setting CSC targets. Furthermore, we believe that by engaging and working in close collaboration with families and/or carers of our pupils we can better facilitate the generalisation of skills learnt in school to life outside of school.