

# Curriculum



---

1. Introduction .....	2
2. The Principles of the Curriculum .....	3
3. Curriculum Aims.....	4
4. The Bridge Satellite Curriculum Overview .....	5
Early Years.....	5
Key Stages 1 and 2 .....	5
Key Stage 3.....	5
Key Stage 4.....	5
5. Importance of partnership with families and pupils .....	5
6. Enrichment activities .....	6
7. Equal Opportunities .....	6

## 1. Introduction

The Bridge Satellite School came about as a result of a growing recognition in Islington that there were pupils who could be better supported in a more flexible educational provision. As a result, The Bridge London Trust applied to open a free school to meet this demand. The school is for pupils with autism and/or additional learning needs who will benefit from a specialist provision with inclusion links to partner mainstream schools. The school teaches a curriculum that marries key content from the National Curriculum, mirroring our partner mainstream schools, with a bespoke program (the Core Satellite Curriculum) to address individual needs.

The aim of our provision is that all pupils feel included and accepted in order to achieve their full potential. We want our pupils to be confident, happy, self-aware and independent learners. Our curriculum has been designed specifically to support this aim.

## 2. The Principles of the Curriculum

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

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. The CSC comprises the following four strands:

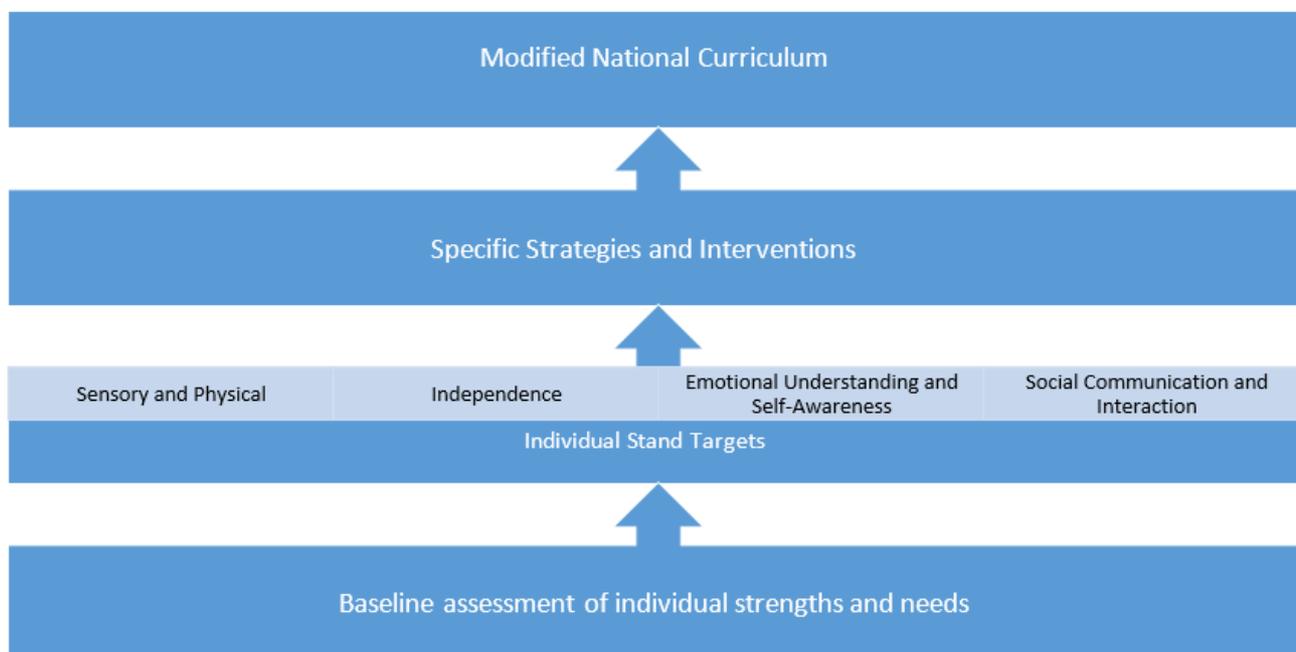
- Social Communication and Interaction
- Emotional Understanding and Self-awareness
- Independence
- Sensory and Physical

The CSC Strands evolved from an understanding of the key areas of support that pupils with social communication differences require that are not sufficiently reflected in the core National Curriculum<sup>1</sup>.

Pupils' needs across the strands will vary. A baseline assessment of strengths and needs (see supporting Assessment document), 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 difficulties 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 developed from the bottom up, with the pupils individual strengths and needs providing the starting point.



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

---

### 3. Curriculum Aims

Our curriculum has been developed and is supported by a multi-disciplinary team of teaching staff, Speech and language therapists, Occupational therapists and Psychologists with the aim of promoting:

- Independent learning
- Emotional regulation
- Self-awareness
- Social communication skills
- Academic learning
- Generalisation of learning

---

## 4. The Bridge Satellite Curriculum Overview

The CSC Strands will be taught across all Key Stages and are embedded in all aspects of the school day. In addition to the CSC we will deliver a modified version of the National Curriculum in line with our partner mainstream school. This modification will involve tailoring what is taught and how, in order to suit the specific learning requirements of each pupil. For example, we may cover slightly different topics/programmes of study within a National Curriculum subject or we may reduce or increase the focus on specific topics/programmes of study within a subject.

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

### Early Years

The Satellite Curriculum for the Early Years includes the CSC and follows the EYFS prime areas of communication and language, physical development and personal, social and emotional development. These three prime areas are strengthened and applied through the specific areas of literacy, mathematics, understanding the world, expressive arts and design.

### Key Stages 1 and 2

The Satellite Curriculum for Key Stages 1 and 2 includes the CSC embedded throughout and broadly follows the National Curriculum. Pupils study the following subjects: English, maths, science, art, design and technology, humanities, music, physical education (PE), computing, PSHE and religious education.

### Key Stage 3

The Satellite Curriculum for Key Stage 3 includes the CSC embedded throughout and broadly follows the national curriculum. Pupils study the following subjects: English, maths, science, art, design and technology, humanities, music, PE, computing, PSHE, SRE, religious education and citizenship.

### Key Stage 4

The Satellite Curriculum for Key Stage 4 includes the CSC embedded throughout and broadly follow the national curriculum. Pupils study the following core and foundation subjects: English, maths, science, computing, physical education and citizenship. We would also offer one of the following subjects: arts, design and technology, humanities, or modern foreign languages.

## 5. 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 strand 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.

## 6. Enrichment activities

- Lunchtime clubs
- School trips and activities off-site
- School journey
- Forest School
- Travel training

## 7. Equal Opportunities

Nationally a number of factors have been identified that affect consistent underachievement at school and in various curriculum areas. These have been specifically (but not exclusively) identified as gender, disability, race and class. It is recognised that underachievement can be attributed to pre-conceived expectations and attitudes of teachers/support staff, as well as to teaching styles and to the content of the curriculum. When planning the curriculum, content is drawn from human and material resources both in school and from the wider community and every effort is made to give equal representation to pupils and others' cultures. Islington is a multicultural borough where a large proportion of residents speak English as an additional language. We are committed to raising our awareness of equality of opportunity and inequality by examining factors that might inhibit pupils' achievements.

Appropriate provision is made for pupils who need to use:

- a means of communication other than speech, including computers, technological aids, signing, symbols etc.;
- technological aids in practical and written work;
- aids or adapted equipment to allow access to particular activities within and beyond school.

We recognise that:

- Teachers and support staff need to monitor that pupils are treated equally in class and that they receive an equal share of attention
- The content of science, mathematics and technology should be monitored to ensure their accessibility to girls
- Books and other resources need to be monitored for race, disability and gender bias
- Teachers and support staff must have the highest expectations of all pupils
- Community languages must be reflected throughout the school in notices, displays and labels
- Disability is projected positively throughout the school and displays reflect the full range of pupils' abilities
- All staff should have a clear understanding of what it means to be living in a bilingual environment and how to plan lessons and promote high achievement of such pupils