

Satellite site curriculum

Our autistic learners all show an additional profile of demand avoidance which does not gel well with traditional curriculum models. Whilst our learners can access strategies which enable them to balance their anxieties in order to access learning, we know this learning needs to be meaningful and motivating. The primary and secondary site curriculum models are not suitable for our learners on the satellite site.

“Backdoor learning” and nurture approaches prove the most effective system for our students, and we offer 3 curriculum pathways for our learners on the satellite site. We do not have set topics of study but instead use motivating learner topics alongside assessment criteria to plan the curriculum offer. Students who wish to gain qualifications on the formal pathway will study appropriate topics for the qualification.

Our mantra of the site is **REGULATE- REACH- TEACH**

	Informal	Semi-formal	Formal
Teaching approach	Learners rely solely upon ‘backdoor learning’ and nurture approaches	Learners need ‘backdoor learning’ and nurture approaches but are able to accept short bursts of traditional academic models.	Learners are becoming less dependent upon ‘backdoor learning’ and nurture approaches but still have access to these in their day. Learners are able to accept an increased demand of traditional academic models.
Intent (why we have different pathways)	Learners cannot reduce anxiety in order to relinquish any control to supporting staff. The demand of paper tasks or those which may be challenging may lead to potential perceived failure. This heightens the learners’ anxiety and can lead to	Learners have built up emotional regulation strategies and or trust of staff enough to be able to accept the demands of some traditional approaches. They are beginning to see a purpose to the learning and accept relinquishing some control.	Learners continue to build personal support systems in relation to the demands of learning and have increased their understanding of purpose of learning. They are able to relinquish more control to supportive staff.

	withdrawal or behaviours that challenge.		
Implementation	<ul style="list-style-type: none"> ➤ Learning with concrete objects which relate to the learners' motivating interest ➤ Wellbeing strategies for building trust with familiar staff ➤ ALSUP assessments to identify lagging skills and unresolved problems 	<ul style="list-style-type: none"> ➤ Learning with concrete objects which relate to the learners' motivating interest ➤ Accepting more traditional learning styles such as worksheets. ➤ Learners will be able to access daily 'challenges' lasting up to 30 minutes once a day and then access backdoor learning tasks over the remainder of the day. ➤ Wellbeing strategies for building trust with familiar staff ➤ Learners begin to explore their wellbeing and strategies they can have in their toolkit (starting with wellbeing café work then wellbeing SSA sessions in class) ➤ ALSUP assessments to identify lagging skills and unresolved problems with learners beginning to become active in resolution planning 	<ul style="list-style-type: none"> ➤ Learning with concrete objects which relate to the learners' motivating interest ➤ Accepting more traditional learning styles such as worksheets. ➤ Learners will be able to access daily 'challenges' lasting up to half of the day and then access backdoor learning tasks over the remainder of the day. ➤ Wellbeing strategies for building trust with familiar staff ➤ Learners begin to explore their wellbeing and strategies they can have in their toolkit (starting with wellbeing café work then wellbeing SSA sessions in class) ➤ ALSUP assessments to identify lagging skills and unresolved problems with learners active in resolution planning ➤ Students will have access to secondary site for bespoke lessons of interest
Where	<ul style="list-style-type: none"> ○ Individual learning/regulation areas within a classroom ○ Some small group learning ○ Community learning 	<ul style="list-style-type: none"> ○ Individual tasks within whole class at workstation tables ○ Small group learning ○ Community learning 	<ul style="list-style-type: none"> ○ Individual tasks within whole class ○ Small group learning ○ Whole class learning ○ Community learning ○ Access to learning in secondary site
Assessment	<ul style="list-style-type: none"> ★ SOLAR system to record small step progress of students against a small step 	<ul style="list-style-type: none"> ★ SOLAR system to record small step progress of students against a small step progression framework based upon 	<ul style="list-style-type: none"> ★ SOLAR system to record small step progress of students against a small step progression framework based

	<p>progression framework based upon Development Matters and National Curriculum for English and Maths.</p> <ul style="list-style-type: none"> ★ Science, computing, Citizenship/PSHE, Creative arts, PE & Humanities will all be assessed as students access this learning ★ Pre-Key stage standards ★ Link Priorities - satellite site ★ IEPS ★ ALSUP targets 	<p>Development Matters and National Curriculum for English and Maths.</p> <ul style="list-style-type: none"> ★ Science, computing, Citizenship/PSHE, Creative arts, PE & Humanities will all be assessed as students access this learning ★ Pre-Key Stage standards ★ Link Priorities - satellite site ★ IEPS ★ ALSUP targets 	<p>upon Development Matters and National Curriculum for English and Maths.</p> <ul style="list-style-type: none"> ★ Science, computing, Citizenship/PSHE, Creative arts, PE & Humanities will all be assessed as students access this learning ★ Key stage standards/SATS ★ Link Priorities - satellite site ★ IEPS ★ ALSUP targets ★ Assessment criteria related to subject specific studies that students wish to gain qualifications in.
<p>Expected Impact</p>	<ul style="list-style-type: none"> ❖ To be regulated and experience low anxiety within different settings. ❖ Being able to engage and accept backdoor demands from well-known people. ❖ Able to maintain life skills. 	<ul style="list-style-type: none"> ❖ To be regulated and experience low anxiety within different settings ❖ Being able to access basic functional academic skills ❖ Being increasingly independent in life skills ❖ Access to Entry Level qualifications 	<ul style="list-style-type: none"> ❖ To be regulated and experience low anxiety within different settings ❖ Being able to access basic functional academic skills and other subjects of interest ❖ Being as independent as possible in life skills ❖ Access to Entry Level and GCSE qualifications which can support them in their chosen career paths