



SPAGHETTI BRIDGE

Curriculum Policy

Policy Owner	Head of Quality & Outcomes
Applies to	This policy applies to all services
Associated Documents	This policy links to:- Relational Support Policy Quality of Education Policy Assessment Policy Exams Policy
Review Frequency	This Policy is to be reviewed annually
Date of Implementation	March 2022
Review Date	September 2025
Next Review Date	September 2026
Approved by Chief Executive Officer	<div><i>Dan Alipaz</i></div> <div>Dan Alipaz (Sep 15, 2025, 12:49pm)</div>
Approved by the Chair of the Board	<div><i>Stephen Bradshaw</i></div> <div>Stephen Bradshaw (Sep 12, 2025, 1:51pm)</div>

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1. Introduction

Aim

A Spaghetti Bridge, we have designed our curriculum to prepare students for the rapidly changing and unknown world of the future, in which they will need to be more than just knowledge consumers; instead, they will need be able to create the new knowledge and understandings and apply the broad range of skills that will enable them to thrive and grow in the world of the 21st century and beyond.

In order to ensure that all of our students achieve their individual potential, become active and involved citizens, and achieve their outcomes and aspirations, Spaghetti Bridge has developed our Enterprise learning approach to education, consisting of building strong relationships and engaging in an experiential and project-based curriculum.

Our curriculum provides bespoke, sequenced, ambitious and differentiated pathways for all students that will enable them to acquire and develop the skills, knowledge, and understandings on their way to becoming themselves and changing the world of the future. By becoming themselves we mean that they discover and cultivate their unique abilities, interests, passions,

and aspirations and by changing the world we mean that they are able and motivated to make a positive difference in their communities, whether on the individual, local, national, or global level.

In order to support this journey, our curriculum provides a pathway for students to become lifelong learners, connect to their community, and be healthy and well. Each stage of their curriculum journey is oriented towards these outcomes and we use assessment and target setting to plan and track progress towards these goals. Our curriculum provides a coherent framework in which outcomes in the areas of Education, Health and Care Plans, the Spaghetti Bridge Three Phase Curriculum, academic subject pillars, accredited learning, PSHE/SMSC/RSE, and all other areas of learning are combined to form a holistic learning pathway for each student.

The outcome of our curriculum is that our students are able to successfully transition to their post-school placements and to thrive as confident, competent, and connected members of their community.

Legal Framework

This policy is aligned with the requirements of the following legislation and guidance:

- [The Education Act \(2011\)](#)
- [The Education \(Independent School Standards\) Regulations \(2014\)](#)
- [The Children and Families Act \(2014\)](#)
- [SEND Code of Practice \(2015\)](#)
- [The Equality Act \(2010\)](#)

2. Scope

This policy will impact all members of the school community, including at our school, including staff, students, families, and other stakeholders

3. Policy Statement

Stage not age

The core of the Spaghetti Bridge curriculum is our Three Phase approach, consisting of three intent phases: 'Overcoming Barriers to Learning', '21st Century Skills' and 'Community Ready', along with a short induction period that we call "Connect and Relate". These three phases and the induction form a pathway that reconnects our students to education through building relationships and increasing their confidence in their ability to learn in relation to their specific needs, abilities, and aspirations and allow our staff to align and differentiate each student's curriculum to their particular stage of development. Each student's journey, therefore, is planned using the "stage not age" model of curriculum design.

While students can move through, within and sit in multiple phases at once, all students – at any given point in their journey through our school – will have a predominant category which forms the intent and the implementation of their individualised curriculum.

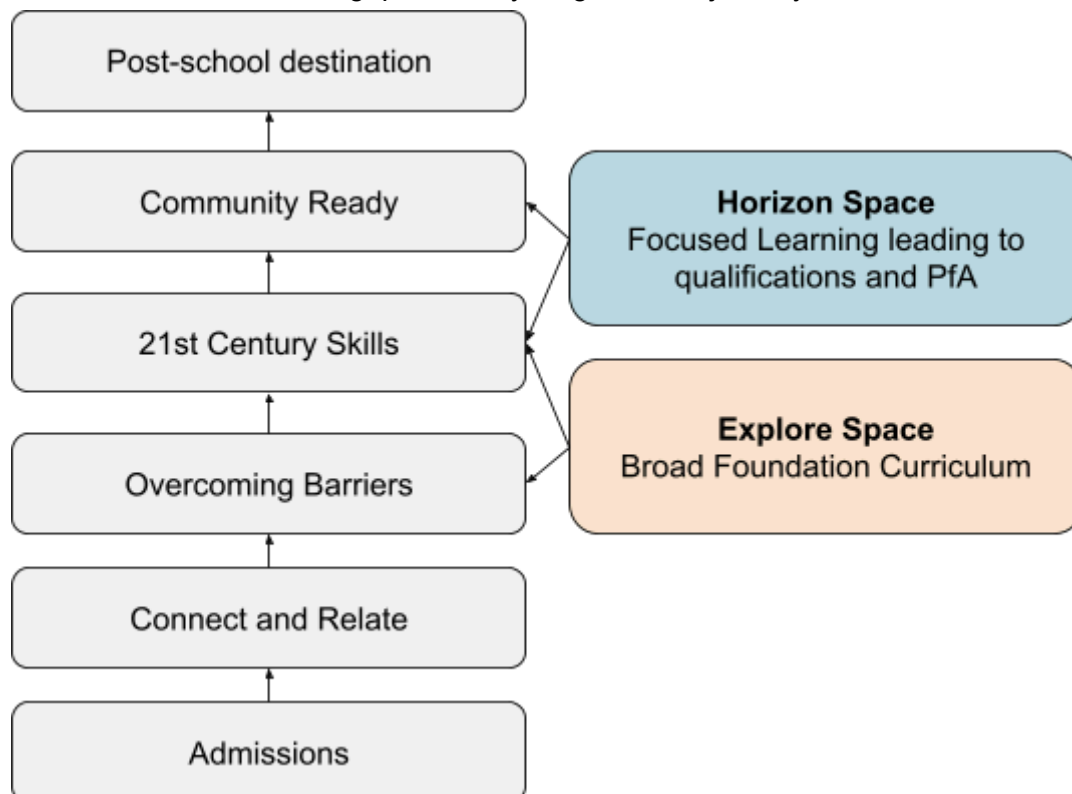
A curriculum approach based on difference, not deficit

At Spaghetti Bridge, we believe that each of our students has the unique and unlimited potential to become themselves and change the world. It is our role as educators to provide the sequence of experiences that will enable this development to take place. This process should be both intentional and meaningful, in that each student's curriculum is constructed with purpose in relation to the needs, abilities, outcomes, and aspirations of a specific person.

In order to implement this, we take an approach to curriculum design based on an understanding of difference, not deficit. This means that we look at how our curriculum can be constructed in such a way that all learners can achieve their individual potential and that the curriculum can be adjusted and adapted to the evolving needs and emerging potential of each individual.

Curriculum Intent

The overall curriculum pathway provides the framework for students to move from the admission stage, through the curriculum, and on to their intended destination. Along the way, this framework enables broad, balanced, and ambitious learning that builds on prior learning and accounts for achievement gaps at every stage of their journey.



Intent: Connect and Relate

In order to ensure that each of our students has a positive experience of our schools, their initial induction into the school environment is planned in relation to their specific needs and context.

The aims of this period for each student are as follows:

- To begin to form connections and relationships with their staff team and peers
- To become familiar and comfortable with the school environment and rhythm
- To know who to speak to if they do not feel safe
- To experience the positive culture of the school
- To begin to rethink their relationship with education

Intent: Overcoming Barriers to Learning

All our students who start at our school have barriers to learning, often due to their needs not being met in other educational environments. Many Spaghetti Bridge students have a negative view of education and of their ability to learn and achieve in a school setting. For this reason, all students – irrespective of their age when entering our school – will sit firmly within this phase in order to work towards the following aims:

- To begin to understand their talents, interests, and desires
- To develop a sense of safety, belonging, and trust within the school environment
- To begin to positively engage meaningfully with others
- To begin to utilise fundamental skills in reading, writing, communicating and mathematics
- To engage with the wider curriculum including the human and social, technology and design, creative and aesthetic, and physical education pillars

This phase provides the foundation for their future curriculum.

Intent: 21st Century Skills

As students begin to understand and overcome their barriers to learning and to increase their engagement within the school environment, the intentionality of the curriculum shifts to focus more on learning the necessary discrete skills, knowledge, and understandings to achieve the following aims:

- To discover and develop their individual interests, talents, desires, and aspirations
- To reimagine themselves as learners and rethink their individual potential
- To meaningfully contribute towards their own learning as well as the learning of others
- To actively use and begin to master fundamental skills in linguistics and maths
- To engage more consistently in the wider curriculum including the human and social, technology and design, creative and aesthetic, and physical education pillars
- To begin building skills, knowledge, and understanding which contribute towards qualification achievement

This phase allows students to begin to appreciate the value of a curriculum consisting of a broad, rich, and deep experience of the world.

Intent: Community Ready

Where students are focused on this phase, the intention of the curriculum becomes more discretely focused on preparing them for their chosen destination and seeks to achieve the following aims:

- To understand how their unique interests, talents and desires can develop their cultural capital within their community
- To proactively develop their learning and that of others
- To master necessary academic skills relating to their chosen qualification routes
- To proactively engage with the community in working towards their chosen destinations
- To see themselves living a fulfilling and rich life as lifelong learners, connected to their community, and being healthy and well

In laying out these intent phases, the curriculum ultimately serves to facilitate a transition whereby children can recognise, foster and develop their own potential, become themselves, and reach and sustain their chosen destinations.

Curriculum Implementation

Implementation: Connect and Relate

At our school, we work hard to understand the whole picture of each student. As part of our admissions process, we aim to establish a 'contextual baseline' and holistic profile of each student that establishes their particular context, needs, and relationship to education. This is determined by taking into consideration the combination of information before they start at our school and is continuously reviewed and revised throughout their journey.

The first six weeks of their school journey at a Spaghetti Bridge school is known as the "Connect and Relate" period, in which the student begins to build relationships with others at the school and gets to know the rhythm of the school day and the details of the school environment. Throughout this period, the student's programme is reviewed and the team assesses whether the student is ready to move into their Overcoming Barriers timetable. Connect and Relate lasts a maximum of six weeks.

Implementation: Overcoming Barriers

All students who enter our school will initially sit predominantly within the Overcoming Barriers intent phase in order to address their barriers to academic engagement. Following the Connect and Relate period, the team around the student, including the Curriculum Coordinator, the teacher, Relational Support Lead, learning support team and key external stakeholders set relevant targets in this area relating to their baseline. The school team then identifies a programme of delivery which sits alongside their discrete learning. Importantly, during this phase, academic work starts/continues, and our staff will understand that the intent of their curriculum at this stage is to help them overcome their identified barriers to learning and not to unnecessarily pressurise them to academically perform and/or engage. Therefore, programmes

in this area can be varied and include mentoring and relating sessions, less academically structured activities, and time outside of the base group.

Following this phase, students will be able to better regulate their emotions in situations which they previously found difficult and begin to (re)discover their curiosity about the world and interest in learning. Consequently, they will increasingly engage with the academic curriculum as well as use proactive communication strategies to convey their emotional state rather than non-verbal communication.

Students who are in the overcoming barriers phase are learning within Explore space which focuses on a broad curriculum delivered through Enterprise Projects which incorporate all subject pillars across the year.

Implementation: 21st Century Skills

As outlined above, all children who enter our school will engage with academic/skills learning within the Overcoming Barriers phase. However, when children sit more predominantly in the second phase of our curriculum, the intention that drives the programme delivery is characterised by challenge as they are more prepared to employ their learned coping strategies and new found sense of confidence.

Students in this phase have a more structured timetable and a wider range of specific learning outcomes. They spend more time with their peers and with the wider school community and engage more independently in meaningful activities. Their timetable is characterised by a combination of discrete learning, project based, and community activities.

In this phase, the student's curriculum continues to broaden and deepen in order to provide them with the experiences of the world that will help them discover who they are and who they would like to be.

Within this phase students may move into the Horizon space where they begin to access more accredited route paths and begin to focus more in depth on specific subjects of interest.

Implementation: Community Ready

When students sit more predominantly in this phase, the activities on their curriculum map are designed to prepare them with the skills, knowledge, and understandings to proactively contribute to the community and to achieve and sustain their post-school destination. As with other aspects of their curriculum, this is tailored to their needs as 'community' can have different meanings which can relate to their agreed 'intended destinations'. The activities that form the programmes of delivery can vary from planned activities to proactively engage in the community, which will have EHCP milestone progression integrated.

An important part of this phase will be the transition programme for students who are approaching their chosen destinations, whether this is moving back to a mainstream environment, further education or employment.

For our transition programme as students reach the age of 14, we include the following aspects:

- Access to independent careers advice and guidance
- Work experience in the local community
- Visits to further education environments such as colleges and/or sixth forms.
- PSHE units tailored towards independence skills and job preparation
- An exams and qualifications programme

Students in this phase work in the Horizon space and work with multiple teachers, practitioners and industry experts.

Blended Learning Implementation

At Spaghetti Bridge we recognise that not all students are able to access the school site full time. Part Time Timetables are a potential option, however we also offer opportunities for work placements; with key targets and criteria attached, home learning opportunities, either remote or work provided; this would be in place for no more than 12 weeks, need the student to be accessing the site during this time and have a key target of being full time at the end of the 12 week period.

If learning remotely then the student would be in an online Base Group as well as having their on site Base Group. They would however have twice daily contact from the onsite Base Group Team to ensure those key relationships are built.

Implementation: Academic Pillars and PSHE

For the planning, delivery, assessment and tracking of academic progression, Spaghetti Bridge uses our Foundation Pillars for the disciplines of Linguistics, Mathematics, Scientific, PSHE, PfA, Human and Social, Technology and Design, Aesthetic and Creative, and Physical Education. In addition, for students on a functional skills pathway, we use a functional skills framework for English and Mathematics.

Each pillar is divided into three main areas:

- **Skills** are the abilities that allow us to act effectively with intention with our world. This could be our social, physical, cultural, natural, emotional, or cognitive world, to name a few.
- **Understandings** are the ways in which we situate ourselves within our world, including what role each particular subject plays in our lives and why it is important.
- **Knowledge** is the information and facts that make up the way in which we categorise our world.

These three areas each have a target cache for each pillar and combine to enable staff to build on prior learning, increase individual and base group engagement with each pillar, and to make learning in each pillar meaningful for each specific student.

The pillars are implemented as follows:

Linguistics

As outlined in our intent, linguistics, mathematics and PSHE are a key focus at our school. Of these three, linguistics is a high priority for all students at our school as evidence consistently shows that language use has a significant impact on the development of cultural capital. Consequently, speaking and listening, reading, writing and comprehension features in all sessions across the week as well and being delivered in discrete and focused sessions as part of the timetable.

Linguistics is planned and assessed according to our Assessment Policy, including the use of our Foundations and Functional Skills Pillars, GL Assessment, BKSBS Functional Skills tracker, the NGRT reading tool, and accredited qualifications.

Reading: Reading and literacy is a key part of our curriculum and all students have a reading programme in place to develop this area. Students are assessed both on phonological awareness and comprehension skills.

We promote reading by encouraging Independent, guided, shared or paired reading to develop confidence, fluency and understanding. Reading takes place with a variety of adults, peers and mixed age groups. We encourage a home/ school reading partnership. Timetables will have sessions dedicated to reading for fun and pleasure and reading is woven into all subjects. We have a well-resourced library with a wide-ranging variety of books and reading materials to meet all interests, passions and abilities. In every learning room students have access to a variety of reading materials.

Phonics: We use Read Write Inc. and Fresh Start as the foundation of our phonics programme and then adapt these to the needs of each student. Often, our students are working significantly behind age related expectations in phonics, meaning that our phonics programme has to be redesigned in order to ensure that the content is appropriate for their chronological as well as developmental age.

Writing: Every child and young person will be encouraged to write daily across all areas of their curriculum in addition to the writing that takes place during their literacy sessions. Writing will be as much as possible delivered through purposeful and meaningful activities, including the use of phase workbooks and portfolios.

Speaking and Listening: Throughout the day speaking and listening will be promoted through every aspect of a school day to encourage students to express themselves with clarity and to listen and respect other points of views and opinions.

Comprehension: Comprehension of language and communication is a key part of each student's learning programme and is built into each the weekly timetable and learning plan for each student.

Mathematics

Mathematics is an important tool for the way in which we understand and interact with our world and therefore, for all students at all stages, we will implement our maths curriculum by providing discrete sessions, differentiated to the ability of the student, and through experiential and project-based learning. Each student's maths programme is scaffolded and sequenced using our mathematics pillars. This scaffolded level approach allows us to provide a dynamic platform for many of our students, who either have wide gaps in their knowledge or are working at a level lower or higher than their chronological age. This programme enables those who are able and whose ambitions entail to achieve qualifications in either functional skills or a GCSE.

In designing maths programmes, prior learning is always considered and the application of maths in real world and meaningful contexts is emphasised.

PSHE

At our school, we teach Personal, Social, Health Education as a whole-school and individualised approach through both our yearly curriculum map and as part of individual learning programmes in order to underpin students' development as thriving and responsible individuals who are able to care for the safety and wellbeing of themselves and others. RSE is both integrated into PSHE and taught as skill up sessions where identified as needed.

The yearly PSHE curriculum map provides the framework in which PSHE programmes are sequenced across the year and linked to whole school activities and events. This is then differentiated at the base group and individual level in order to ensure that each student's programme has its intended impact. This framework also provides the opportunity for tracking and revisiting specific areas of the PSHE curriculum based on the needs of individual students and base groups.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

Scientific, Aesthetic and Creative, Human and Social, Tech and Design and Physical Education Pillars

These four pillars are intended to give each student a broad, rich, and deep experience of their world and enable them to evaluate whether further learning in one or more of these areas is one of their interests and passions. The pillars are delivered in discrete, focused sessions and also integrated into wider project-based learning. As much as possible, learning from these pillars is integrated and connected, meaning that the learning programmes for each learner have a feeling of coherence and that learning in one area reinforces learning in the other pillars.

Each pillar consists of the sets of skills, knowledge, and understandings related to the pillar. The knowledge curriculum in each pillar is further articulated into three tiers in order to allow the curriculum in the pillar to be adapted to the level of each student and sequenced in order to ensure progression. In addition, these areas of knowledge are built using Bloom's Revised Taxonomy into the subcategories of factual/vocabulary, conceptual, and procedural knowledge in order to ensure that each student has a broad, deep, and rich knowledge curriculum.

Implementation: Education, Health, and Care Plans

All students at Spaghetti Bridge schools have an Education, Health and Care Plan (EHCP) and these form an integral part of their curriculum. We begin this process by evaluating the context, specific needs and outcomes of each student, both as they are listed in their EHCP and as we assess these needs as part of our admissions process. We then design the student's curriculum around this context and their needs and outcomes and build this into their individual learning plan through drafting termly targets and milestones and building these into their learning programme.

Implementation: Curriculum Mapping

Spaghetti Bridge students enter our schools at many different stages of their education, often with significant gaps in their knowledge and skills across a number areas. To support their progression, all students start in our Overcoming Barriers phase and are supported by a tiered curriculum map built around our Enterprise Learning project curriculum

In order to overcome these barriers and ensure that the curriculum for each school is broad, rich, deep and ambitious and that it meets the needs of all our students where they are in their educational journey, To support their progression, all students start in our Overcoming Barriers phase and are supported by a tiered curriculum map built around our Enterprise Learning project curriculum. The curriculum map is devised to ensure that elements of the curriculum are revisited over two years, not only through its subject topic but also reviewed in other pillar learning. The tiered levels (1 to 3) ensure that key learning is built upon incrementally as a student works through a topic.

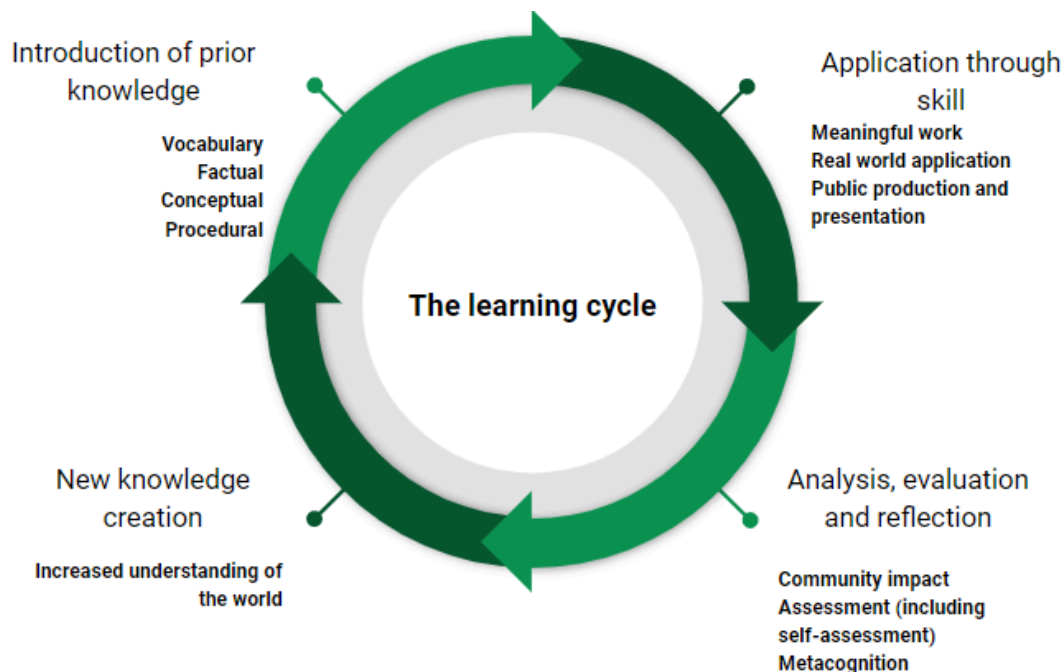
Each student will have an Individual Learning Plan based on personalised targets, and the incremental milestones to achieve the targets will be differentiated to meet specific needs

Implementation: Curriculum Equivalency

The pathways of the Spaghetti Bridge curriculum model can be mapped onto external frameworks in order to provide clarity of progression into and out of our schools and enable external stakeholders if necessary to assess progress according to external frameworks.

Implementation: The Learning Cycle

As per our curriculum aim, the Spaghetti Bridge curriculum supports students to take an active role in their own learning and to become the creators of new knowledge and understandings. They do so according to the Spaghetti Bridge Learning Cycle, in which prior knowledge about the world is applied to real-world situations through the use of skill, the results evaluated, and new knowledge created, which then can form the basis for further learning.



Curriculum Impact

We refine planning by having a sharp and regular monitoring cycle and can therefore ensure that our curriculum is supporting our students to meet their potential. They develop the skills, knowledge, and understanding that will enable them to achieve their outcomes and aspirations. See Assessment Policy and Feedback Policy.

We also use external tools such as GL Assessment and BKSB, and accredited qualifications. We use this information to continuously adjust our curriculum to the evolving abilities and needs of our students. We also track destination data to ensure that our curriculum enables our students to be successful in the next steps of their journey.

However, the most powerful evidence of the impact of our curriculum in the lives of our students is the way in which they come to reimagine their own potential, see themselves as capable of learning, build confidence, develop relationships, and connect to their community. In short, the

real evidence of the impact of our curriculum is the way in which the students grow and thrive on their way to becoming themselves and changing the world.

4. Roles & Responsibilities

Implementation

The Governance team

The Governance team will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Governance team will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is teaching a "broad and balanced curriculum" which includes linguistics, mathematics, and science. Proper provision is made for students with different abilities and needs.
- All courses provided for students below the age of 19 that lead to qualifications are approved by the Group
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- That the curriculum is meeting the needs of all learners and aligns with the policies, processes, vision and values of Spaghetti Bridge
- That outcomes are monitored, challenged and where needed addressed

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Timetables are available in different formats and shared with students and parents
- They manage requests to withdraw children from curriculum subjects, where appropriate The school's procedures for assessment meet all legal requirements
- The Governance team is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governance team is advised on whole-school targets in order to make informed decisions Proper provision is in place for students with different abilities and needs.

Curriculum Partners

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

5. Support, Advice and Communication

The Governance team monitors whether the school has a “broad and balanced curriculum”. Curriculum Coordinators monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Book scrutinies
- Formative and summative assessment.
- Snapshots

For further advice on this policy please refer to the Headteacher



Issuer Spaghetti Bridge Ltd

Document generated Fri, 12th Sep 2025 12:17:43 BST

Document fingerprint 08bcea093ef6a8dd3d81558b14bd9adf

Parties involved with this document

Document processed	Party + Fingerprint
Fri, 12th Sep 2025 13:51:25 BST	Stephen Bradshaw - Signer (eb439c8bb31445f2e0bc65ec4b322675)
Mon, 15th Sep 2025 12:49:51 BST	Dan Alipaz - Signer (4ba77f5d4dbbbc3d1041538f8f92c8f7)

Audit history log

Date	Action
Fri, 12th Sep 2025 12:17:43 BST	Envelope generated by Amy Fielding (141.195.149.159)
Fri, 12th Sep 2025 12:17:43 BST	Document generated with fingerprint 08bcea093ef6a8dd3d81558b14bd9adf (141.195.149.159)
Fri, 12th Sep 2025 12:18:25 BST	Sent the envelope to Stephen Bradshaw (stephen.bradshaw@spbridge.co.uk) for signing (141.195.149.159)
Fri, 12th Sep 2025 12:18:25 BST	Sent the envelope to Dan Alipaz (dan.alipaz@spbridge.co.uk) for signing (141.195.149.159)
Fri, 12th Sep 2025 12:18:26 BST	Document emailed to dan.alipaz@spbridge.co.uk
Fri, 12th Sep 2025 12:18:26 BST	Document emailed to stephen.bradshaw@spbridge.co.uk
Fri, 12th Sep 2025 12:19:26 BST	Stephen Bradshaw opened the document email. (66.249.93.97)
Fri, 12th Sep 2025 13:38:58 BST	Sent Stephen Bradshaw a reminder to sign the document. (141.195.149.159)
Fri, 12th Sep 2025 13:38:58 BST	Sent Dan Alipaz a reminder to sign the document. (141.195.149.159)
Fri, 12th Sep 2025 13:39:01 BST	Document emailed to dan.alipaz@spbridge.co.uk
Fri, 12th Sep 2025 13:39:10 BST	Document emailed to stephen.bradshaw@spbridge.co.uk
Fri, 12th Sep 2025 13:50:38 BST	Stephen Bradshaw opened the document email. (66.249.93.98)
Fri, 12th Sep 2025 13:51:09 BST	Stephen Bradshaw viewed the envelope (185.66.206.161)
Fri, 12th Sep 2025 13:51:25 BST	Stephen Bradshaw signed the envelope (185.66.206.161)
Fri, 12th Sep 2025 13:58:48 BST	Dan Alipaz opened the document email. (66.249.93.103)
Fri, 12th Sep 2025 22:44:23 BST	Stephen Bradshaw opened the document email. (185.66.206.161)
Mon, 15th Sep 2025 12:48:11 BST	Dan Alipaz opened the document email. (66.249.93.97)
Mon, 15th Sep 2025 12:49:44 BST	Dan Alipaz viewed the envelope (86.159.251.37)

Mon, 15th Sep 2025 12:49:51 BST

Dan Alipaz signed the envelope (86.159.251.37)

Mon, 15th Sep 2025 12:49:51 BST

This envelope has been signed by all parties (86.159.251.37)