



Curriculum, Teaching and Learning Policy

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Checked by	Daniel Pallett, Executive Headteacher
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Next Review date:	September 2027, or sooner if legislation or guidance changes

1 Policy statement and scope

Jasmine Hall School provides an ambitious, broad, balanced and coherent curriculum for pupils aged 11 to 18, all of whom have an Education, Health and Care Plan (EHCP). The curriculum is designed around pupils' individual starting points, needs, strengths and aspirations while maintaining high expectations and a clear entitlement to learn.

Our purpose is for every pupil to feel safe, valued and inspired; to build secure knowledge and skills; to communicate, regulate and participate with increasing independence; and to be well prepared for their next stage of education, training, employment and adult life.

This policy applies across Croft House, Cedar House and Markeaton House and to school-led learning away from those sites, including community learning, educational visits, vocational experiences, remote or home-based education arranged by the school and any alternative provision used. The same expectations for ambition, safeguarding, oversight and quality apply wherever education takes place.

The policy should be read with the current Curriculum Overview and Offer, subject curriculum documentation, the Teaching and Learning Expectations Charter, assessment arrangements and pupils' EHCPs and Individual Education Plans (IEPs).

2 Legal and regulatory framework

The curriculum and its implementation will meet the school's duties and have regard to current statutory and non-statutory guidance, including:

- Education (Independent School Standards) Regulations 2014, especially Part 1 and the requirements for curriculum policy, plans and schemes of work, curriculum breadth, pupil progress and quality of teaching;
- Education Act 1996, including the meaning of full-time education and duties relevant to pupils' education;
- Education and Skills Act 2008 and associated independent-school inspection arrangements;
- Children and Families Act 2014, including securing the special educational provision specified in each EHCP;
- Special educational needs and disability code of practice: 0 to 25 years;
- Equality Act 2010, including reasonable adjustments, non-discrimination and the public-facing accessibility plan;
- Relationships Education, Relationships and Sex Education and Health Education Regulations 2019 and current statutory guidance;
- Education Act 1997 and current statutory careers guidance, where applicable;
- current safeguarding, online safety, Prevent duty and political impartiality requirements; and
- Ofsted's renewed Education Inspection Framework and Non-association Independent School Inspection Toolkit for use from September 2026.

The national curriculum is an important reference point for breadth, subject ambition and progression. As an independent special school, Jasmine Hall adapts and constructs its curriculum to meet the Independent School Standards and pupils' needs; adaptation must improve access and must not create an unjustifiably narrow or low-expectation curriculum.

3 School context and curriculum principles

Jasmine Hall supports pupils with autism and associated language, communication, sensory, social, emotional and learning needs. Some pupils have experienced disrupted education, prolonged absence, anxiety or significant gaps in knowledge. The curriculum therefore combines subject rigour with therapeutic understanding, predictable practice and carefully planned preparation for adulthood.

The following principles govern all curriculum decisions:

- ambition is defined by each pupil's potential, not by diagnosis, prior placement or current presentation;

- curriculum entitlement comes before intervention: additional support enables access to high-quality teaching rather than replacing it;
- communication, language, reading, writing and mathematics are foundations for access to the whole curriculum;
- knowledge and skills are sequenced cumulatively towards clear end points;
- pupils revisit and practise important content so that learning is retained and can be applied;
- reasonable adjustments are precise, reviewed and designed to increase participation and independence;
- pupil interests may support engagement but do not limit curriculum breadth;
- academic, vocational, creative, physical, therapeutic and independence outcomes are valued;
- pupil and parent or carer voice informs personalisation, review and transition planning; and
- curriculum quality is evaluated through what pupils learn, remember, apply and achieve over time.

4 Curriculum intent and entitlement

The curriculum provides full-time supervised education appropriate to pupils' age, aptitude, needs and stage of development. It gives pupils experience in the following areas required by the Independent School Standards:

Curriculum area	Jasmine Hall entitlement
Linguistic	English, reading, writing, spoken language, communication and vocabulary across subjects.
Mathematical	Mathematics, numeracy and functional application in everyday and vocational contexts.
Scientific	Biology, chemistry and physics through knowledge, enquiry, investigation and practical work.
Technological	Computing, digital literacy, design and technology, safe technology use and vocational applications.
Human and social	History, geography, religious education, PSHE, citizenship, careers and understanding society.
Physical	Physical education, sport, outdoor learning, health, coordination and safe participation.
Aesthetic and creative	Art, design, music, photography and other opportunities for creative expression.
Specialist and preparation for adulthood	Communication, regulation, 101 Life Skills, community inclusion, Plan Shop Cook, enterprise, vocational learning and needs-led therapeutic provision.

Across these areas, pupils receive age-respectful and developmentally appropriate opportunities to:

- make progress from their starting points and towards EHCP and IEP outcomes
- develop knowledge, concepts, vocabulary and subject-specific skills
- learn to stay safe, including online, in relationships, in the community and at work
- develop spiritual, moral, social and cultural understanding and respect for the protected characteristics

- understand fundamental British values and life in modern Britain
- receive balanced treatment of political issues and protection from the promotion of partisan political views
- make informed choices through impartial careers education, information, advice and guidance
- gain relevant accreditation without allowing qualifications to narrow the curriculum prematurely.

5 Personalised pathways

The Smoothstone Education Pathways help staff provide the right balance of structure, challenge, practical application, therapeutic support and preparation for the future. Pathways describe how a pupil may best access learning; they are not labels, fixed destinations or ceilings on achievement.

Pathway	Primary approach	Typical progression
Peaks	Highly personalised, developmentally appropriate learning through sensory experience, creativity, play and real-life interaction, with strong emphasis on communication, regulation and independence.	AQA Unit Awards, ASDAN Short Courses, Entry Level Certificates and personalised preparation-for-adulthood outcomes where appropriate.
Dales	Structured lessons and practical, interest-informed application of the National Curriculum, often below age-related expectations, with explicit teaching of independence.	Entry Level, Functional Skills, ASDAN, vocational awards and progression towards Level 1 where appropriate.
Moors	Structured academic learning, generally at or closer to age-related expectations, alongside real-life skills and preparation for adulthood.	GCSEs, Functional Skills, BTECs and other Level 1 or Level 2 accredited routes as appropriate.

A pupil may require features from more than one pathway in different subjects or at different times. Pathway decisions are informed by baseline and ongoing assessment, EHCP outcomes, Pupil in Context review, pupil and family views, professional advice, engagement, progress and future aspirations. Decisions are reviewed at least termly and whenever needs or circumstances change. Movement between pathways is recorded and explained.

Peaks Pathway:



- You learn through play, creativity, sensory experiences and everyday life skills.
- We help you develop communication, confidence and independence in a way that feels safe and supportive.

Dales Pathway:



- You learn through structured lessons and practical activities linked to your interests.
- You work towards recognised qualifications while building independence and confidence.

Moors Pathway:



- You learn through structured academic lessons alongside real-life skills.
- You work towards qualifications such as GCSEs and other accredited courses while preparing for your future goals.

Figure 1. Jasmine Hall pupil pathway overview

6 Curriculum model and phases

The curriculum model combines three connected elements:

Element	Purpose	Examples
Core	Secures essential subject knowledge, literacy, numeracy, scientific understanding, physical health and personal development.	English, mathematics, science, PSHE and careers, PE, computing and humanities.
Options	Allows pupils to pursue strengths and interests through suitably challenging accredited and vocational study.	Art and design, animal care, astronomy, child development, gardening, hair and beauty, food, photography and sport.
Unique	Meets SEND-related needs and builds communication, regulation, independence, community participation and preparation for adulthood.	101 Life Skills, community inclusion, Plan Shop Cook, sensory learning, social communication, enterprise and needs-led therapeutic work.

6.1 Key Stage 3

Key Stage 3 establishes strong foundations and broad subject entitlement. Pupils build communication, reading, writing, numeracy, scientific and digital knowledge; encounter humanities, arts, design and physical education; and develop personal safety, self-understanding and independence. Assessment identifies gaps early and informs targeted teaching. Options and practical experiences broaden horizons without replacing core learning.

6.2 Key Stage 4

Key Stage 4 retains a broad core while offering personalised qualification routes, including GCSE, Entry Level, Functional Skills, BTEC, VTQ, ASDAN and other recognised awards as appropriate. Course selection reflects evidence of readiness, aspiration and likely benefit. Pupils receive careers guidance and preparation for their next stage; no route is chosen solely because it is easier to deliver.

6.3 Key Stage 5

The Key Stage 5 offer is explicitly designed around preparation for adulthood. It supports employability, independent living, community participation, health, relationships, continuing English and mathematics where required, and carefully selected accredited or vocational learning. Employment tasters and external experiences are risk assessed, safeguarded and quality assured.

6.4 Flexibility and curriculum access

Flexible timetables, therapeutic regulation and personalised pacing may be used to restore or sustain access to education. Any reduced, part-time or alternative arrangement is exceptional, time limited, documented, regularly reviewed and linked to a clear plan to increase participation wherever appropriate. Leaders retain oversight of curriculum breadth, safeguarding, attendance and progress.

7 Planning, sequencing and curriculum documentation

The written curriculum is supported by long-term plans, subject progression documents, medium-term plans or schemes of learning and lesson-level planning proportionate to need.

Documentation will identify:

- the essential knowledge, concepts, vocabulary and skills pupils are expected to learn;
- clear end points and the sequence through which pupils will reach them;
- how prior learning is retrieved and new learning builds cumulatively;
- likely barriers, planned reasonable adjustments and opportunities to develop independence;
- how communication, reading, writing, mathematics, digital literacy and personal development are reinforced;
- how learning will be assessed and how misconceptions or gaps will be addressed;
- how resources, practical activities, community experiences and accreditation support the intended curriculum; and
- how subject content remains ambitious across pathways and sites.

Curriculum time allows pupils to revisit and practise important content. Leaders protect the integrity of subject disciplines while making purposeful connections across subjects and to EHCP outcomes. Therapy and intervention are coordinated with education so that pupils are not routinely removed from the same essential learning.

8 Teaching and learning expectations

The Teaching and Learning Expectations Charter sets non-negotiable, school-wide expectations. Consistency is an inclusion strategy: predictable routines, shared visuals, explicit instruction and carefully faded scaffolds reduce avoidable barriers while maintaining ambition.

Every lesson is adapted to subject, pathway and pupil need, but ordinarily includes the following connected cycle:

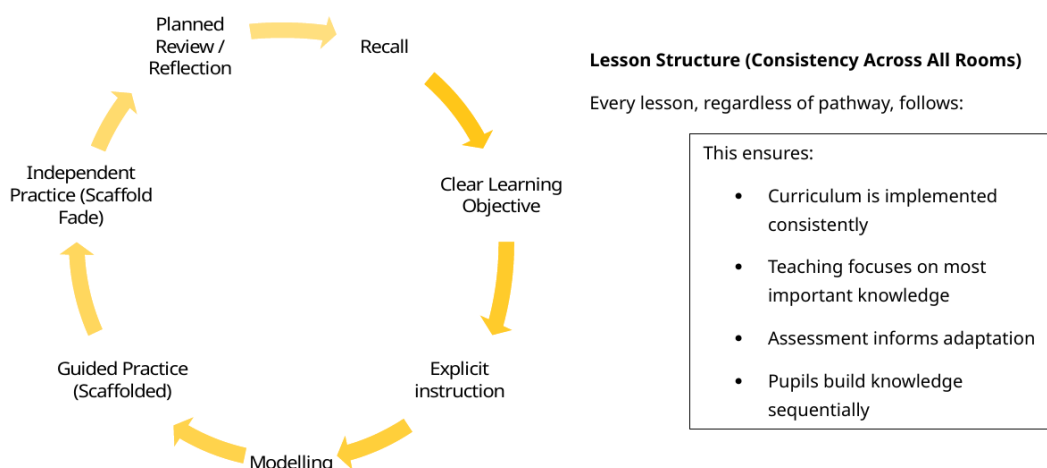


Figure 2. Jasmine Hall teaching and learning cycle

8.1 Core classroom practice

- **Recall:** a purposeful retrieval task revisits learning from the previous lesson, week and term where appropriate.
- **Clear learning objective:** pupils understand what they are learning and what successful learning looks like, communicated accessibly.
- **Explicit instruction:** information is presented clearly, in manageable steps, with important vocabulary taught directly.
- **Modelling:** staff demonstrate processes, thinking and high-quality outcomes before pupils work independently.
- **Guided practice:** pupils rehearse new learning with targeted prompts, examples, questioning and feedback.
- **Independent practice:** support is deliberately faded so pupils apply learning, make choices and develop agency.
- **Planned review and reflection:** staff check what has been learned, identify misconceptions and decide what should be revisited or taught next.

Teachers check understanding systematically throughout teaching, not only at the end. They respond to evidence in the lesson, adjust explanations and tasks, and provide feedback that helps pupils improve. Low-stakes questioning and safe correction support participation without fear of failure.

8.2 Learning environment and resources

- a visual timetable and Now-Next information are displayed and actively used where appropriate;
- the environment is calm, orderly, age-respectful and adapted to sensory needs;
- key vocabulary, worked examples and success criteria are visible and accessible;
- instructions are chunked and supported by visuals, task boards or alternative communication as required;
- knowledge organisers, concrete resources and assistive technology are used when they improve learning; and
- resources represent diversity, promote respect and do not reinforce stereotypes.

9 Inclusive and adaptive teaching

High-quality inclusive teaching is the starting point for every pupil. Staff use the graduated approach - assess, plan, do and review - alongside EHCPs, IEPs, pupil profiles, Pupil in Context

information, baseline evidence and specialist advice. Adaptations are planned to remove identified barriers and are evaluated for impact.

Effective adaptation may include:

- adjusting language, pace, task presentation, sensory demand or the amount of information presented at one time;
- pre-teaching or revisiting vocabulary and foundational knowledge;
- using augmentative and alternative communication, visuals, concrete examples or assistive technology;
- modelling, guided rehearsal, sentence stems, writing frames and structured choices;
- planned regulation breaks and access to a suitable low-arousal space;
- adjusting the physical environment or method of recording; and
- providing additional practice or targeted intervention while protecting access to a broad curriculum.

Adaptation must not routinely reduce cognitive demand, replace teaching with task completion, create dependence on an adult or unnecessarily separate a pupil from peers. Additional adults are deployed to connect pupils to teacher instruction, support communication and participation, and develop independence over time. Scaffolds are faded when evidence shows that a pupil is ready.

Where a pupil cannot yet access age-related content, staff identify the foundational knowledge and development needed for meaningful progression. Work remains age-respectful, purposeful and connected to future learning and adult outcomes.

9.1 Autism-informed practice

Jasmine Hall draws selectively on established autism-informed approaches, including TEACCH principles and the National Autistic Society SPELL framework. These are used flexibly alongside current evidence, professional judgment and the pupil's own communication about what helps. They do not form a single programme applied identically to every pupil.

- Structure: environments, time, tasks and transitions are made understandable through proportionate visual and physical structure.
- Positive approaches and expectations: staff recognise strengths, interests and potential while explicitly teaching knowledge, flexibility and independence.
- Empathy: staff seek to understand each pupil's communication, sensory experience, motivation and perspective.
- Low arousal: staff reduce unnecessary sensory and emotional demand and use calm, predictable responses without avoiding appropriate challenge.
- Links: agreed approaches are coordinated across staff, professionals, sites and, with appropriate consent, home or care contexts so learning can transfer.
- Autonomy: support develops communication, choice, self-advocacy, interoceptive awareness and informed regulation rather than compliance for its own sake.

10 Strong foundations

Leaders and staff prioritise the foundations pupils need to access the curriculum and thrive in later life. This applies to all ages, including older pupils whose development is not yet age typical.

10.1 Communication and language

Communication is taught throughout the school day. Staff explicitly develop spoken language, listening, interaction, vocabulary and alternative or augmentative communication. They follow agreed communication strategies and create genuine reasons for pupils to express choices, ideas, questions and concerns.

10.2 Reading and writing

Reading is everybody's responsibility. Pupils encounter carefully selected, age-respectful texts across subjects and are taught vocabulary, comprehension and fluency. Pupils at the early

stages of word reading receive a rigorous, sequenced systematic synthetic phonics approach as soon as possible, delivered by trained staff and matched to accurate assessment. Gaps are addressed promptly and the impact of additional teaching is checked.

Writing, spelling and transcription are taught explicitly and applied across subjects. Alternative recording methods may be used where required, while pupils continue to receive teaching that develops written communication where this is an appropriate outcome.

10.3 Mathematics and numeracy

Mathematics teaching secures fluency, reasoning, problem solving and the practical application of number. Staff identify gaps precisely, teach mathematical vocabulary and provide sufficient practice. Numeracy is reinforced through life skills, enterprise, science, technology and vocational contexts without weakening the integrity of mathematics as a subject.

11 Assessment, recording and reporting

Assessment is proportionate, purposeful and connected to the intended curriculum. It is used to understand starting points, check learning, identify misconceptions and gaps, plan next steps, review support and evaluate curriculum impact. Assessment will not create unnecessary workload or become a substitute for teaching.

Assessment layer	Purpose and evidence
Baseline and diagnostic	Completed within the first six weeks where practicable, using accessible and appropriate tools, prior records, EHCP information, observation and subject assessment to establish starting points and gaps.
Formative	Questioning, retrieval, discussion, observation, work scrutiny and task performance used during teaching to adapt explanations, practice and support.
Summative and subject	Periodic assessment against curriculum end points, specifications and subject tracking to establish what has been learned and retained.
EHCP and IEP	Evidence of progress towards agreed outcomes, including communication, regulation, independence and preparation for adulthood.
Accreditation	Assessment and internal quality assurance conducted in accordance with awarding-organisation requirements, access arrangements and malpractice controls.
Reporting and review	Clear information shared with pupils and parents or carers about learning, strengths, next steps, qualifications and transition.

Earwig and other approved school systems may be used to capture evidence and curriculum links. At Key Stages 4 and 5, teachers also use awarding-body specifications and tracking grids. Leaders triangulate quantitative and qualitative information and interpret small-cohort data carefully. No single score, photograph or isolated work sample is treated as sufficient evidence of overall curriculum impact.

Where assessment shows that a pupil is not learning the intended curriculum, staff first examine curriculum sequencing, teaching, attendance, communication access, regulation, reasonable adjustments and any emerging need. Plans are changed promptly and the effect of those changes is reviewed.

12 Personal development, safeguarding and preparation for adulthood

Personal development is both explicitly taught and deliberately reinforced through the wider curriculum. Provision includes:

- PSHE, including health education, and statutory relationships and sex education that is accessible, age appropriate and responsive to need;
- safeguarding education, including healthy relationships, consent, exploitation, online safety, fraud, radicalisation, travel and community safety;
- spiritual, moral, social and cultural development and meaningful understanding of fundamental British values;
- careers education from Year 7, impartial information and guidance, encounters with employers and providers, and transition planning;
- preparation for adulthood across employment, independent living, community inclusion, friendships, relationships and health;
- cultural capital through literature, arts, heritage, current affairs, visits, visitors, community learning and experiences beyond pupils' immediate contexts; and
- opportunities for leadership, pupil voice, enterprise, volunteering and contributing to the school and wider community.

Curriculum content is selected and taught with safeguarding in mind. Staff remain professionally curious about changes in presentation, participation or work that may indicate a welfare concern and follow Safeguarding and Child Protection Policy. Sensitive topics are planned carefully, but safeguarding content is not avoided because pupils may find it difficult; it is adapted so that pupils can understand and use it.

13 Community learning, off-site education and external provision

Community and off-site learning are planned curriculum experiences with identified learning purposes, suitable risk assessment, accessibility and review. Medication, allergy, transport, road-crossing, behaviour and safeguarding arrangements follow the relevant school policies. Educational visits are planned and approved through EVOLVE under the oversight of the Educational Visits Coordinator.

Where external tutors, vocational providers, colleges or alternative provision contribute to a pupil's programme, the school remains accountable for suitability, safety, curriculum quality, attendance and progress. Leaders will:

- complete appropriate due diligence, safeguarding checks and written agreements;
- define intended learning, timetable, responsibilities, reporting and review arrangements;
- maintain regular contact with the pupil and provider;
- monitor attendance, participation, welfare and the quality of education;
- ensure learning complements a coherent programme and does not unjustifiably narrow entitlement; and
- act promptly where provision is unsuitable, unsafe or not securing the intended benefit.

14 Roles and responsibilities

Role	Core responsibilities
Proprietor	Approves the policy; ensures the Independent School Standards are met; provides resources, expertise and challenge; and holds leaders to account for curriculum quality and impact.
Headteacher	Sets strategic direction; secures implementation across all three sites; ensures statutory compliance, sufficient curriculum breadth and effective quality assurance; and reports to the proprietor.

Role	Core responsibilities
Senior and curriculum leaders	Design and review the curriculum and subject plans; define progression and end points; monitor teaching, assessment and pupil outcomes; develop staff subject knowledge and expertise; review resources and pupil work; and take timely improvement action across pathways and sites.
Inclusion leadership and multidisciplinary team	Coordinate the graduated approach, EHCP and IEP alignment, reasonable adjustments, specialist advice and review of barriers, ensuring support strengthens curriculum access.
Teachers	Know pupils and the intended curriculum; plan and teach coherent sequences; assess understanding; adapt precisely; maintain high expectations; record progress; and communicate concerns.
Teaching assistants and other adults	Understand lesson intent; support communication and access; use agreed scaffolds; feed assessment information to teachers; and promote participation and independence.
Pupils	Engage as fully as they can, communicate their views and needs, take increasing responsibility for learning and treat others and resources with respect.
Parents and carers	Share relevant information, contribute to reviews and aspirations, support attendance and learning, and raise questions or concerns through agreed channels.

15 Quality assurance and professional development

Quality assurance is developmental, evidence informed and proportionate. Leaders seek to understand the typical quality of curriculum and teaching, including variations between subjects, phases, pathways, sites and pupil groups. Evidence is drawn from several sources and is never based on a single lesson observation.

Activity	Minimum frequency	Evidence and response
Curriculum and subject review	At least annually, with in-year checks	Coverage, sequencing, end points, resources, qualifications and planned improvements.
Learning walks and professional dialogue	Planned across the year	Implementation of the charter, subject-specific teaching, inclusion and pupil response; feedback and follow-up recorded.
Work and evidence review	At least termly	What pupils have learned over time, curriculum breadth, feedback, independence and alignment with pathway and subject expectations.
Assessment and progress review	At least termly	Subject learning, EHCP/IEP progress, gaps, participation, qualifications and next actions; small cohorts interpreted carefully.
Pupil and parent voice	Across the year and at formal reviews	Experience, accessibility, safety, ambition, relevance and aspirations inform improvement.
Teaching and support development	Continuous, with annual appraisal	Coaching, training, subject development and evaluation of whether professional learning improves practice.

Activity	Minimum frequency	Evidence and response
Proprietor oversight	At least termly, with annual policy review	Assurance against standards, priorities, resourcing, risks, impact and completion of actions.

Professional development responds to curriculum and pupil need. It includes subject knowledge, adaptive teaching, communication, reading and phonics where relevant, assessment, SEND, safeguarding, behaviour and regulation, use of additional adults and awarding-body requirements. Leaders evaluate whether training changes practice and improves pupils' learning.

16 Evaluating curriculum impact

The curriculum is having the intended impact when pupils, from their individual starting points:

- learn, retain and increasingly use important knowledge and skills;
- develop communication, vocabulary, literacy and numeracy foundations;
- make progress through ambitious subject and pathway end points;
- participate more consistently and with increasing independence;
- achieve appropriate qualifications and accreditations;
- make progress towards EHCP and IEP outcomes;
- understand how to stay safe and seek help;
- develop confidence, self-knowledge, relationships and cultural understanding; and
- move successfully to suitable education, training, employment or adult-life destinations.

Leaders evaluate both attainment and progress, but also the quality, security and usefulness of learning. Attendance, wellbeing and regulation are considered because they affect access, but they do not replace evidence of curriculum learning. Where impact is weaker than intended for a pupil or group, leaders identify the underlying cause, act and review whether the action has made a sustained difference.

17 Complaints, accessibility and policy review

Questions or concerns about curriculum provision should first be raised with the pupil's teacher or curriculum leader and may then be escalated to the Headteacher. Formal concerns are managed through the school complaints procedure. Parents may request further information about the curriculum and their child's programme.

The school will make reasonable adjustments so that curriculum information and consultation are accessible. This policy is reviewed at least annually and sooner following significant changes to legislation, statutory guidance, inspection requirements, the school's curriculum model or evidence that practice needs to improve.

18 Related Jasmine Hall policies and documents

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Attendance and Absence Policy
- Health and Safety Policy
- Allergy Safety Policy
- Teaching and Learning Expectations Charter
- Curriculum Overview and Offer
- Assessment, Recording and Reporting arrangements
- SEND, Equality and Accessibility arrangements
- Relationships, Sex and Health Education Policy
- Careers Education, Information, Advice and Guidance arrangements
- Educational Visits, Online Safety and Remote Education arrangements

- Examinations, access arrangements and awarding-organisation policies

19 Key external references

- [Education \(Independent School Standards\) Regulations 2014](#)
- [Independent school standards: guidance for independent schools](#)
- [Non-association independent school inspection toolkit, updated June 2026](#)
- [Education inspection framework](#)
- [SEND code of practice: 0 to 25 years](#)
- [Supporting pupils at school with medical conditions](#)
- [Relationships education, relationships and sex education and health education](#)
- [Careers guidance and access for education and training providers](#)
- [Political impartiality in schools](#)
- [The reading framework](#)