



Jasmine House School

Curriculum Policy

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Contents

Rationale	3
Legislation	3
Curriculum Statement.....	4
Curriculum intent.....	5
Curriculum implementation.....	6
Teaching	7
TEACCH	8
SPELL.....	8
School structure	9
Accreditation	10
Spiritual, Moral, Social and Cultural (SMSC).....	11
Protected characteristics.....	11
Personal, Social, Health and Economic (PSHE) education within the curriculum.	12
Careers.....	13
Reading	13
Phonics.....	13
Curriculum Impact	14
Working with Parents/Carers	14
Roles and responsibilities.....	14
Monitoring, evaluation and review.....	16
Training and Mentoring Program.....	16

Rationale

At Jasmine House we provide safe, nurturing care and aspirational educational opportunities for children and young people aged 11 to 19 with autism, moderate or severe learning difficulties and associated challenging behaviours. We offer a fully integrated package of Care, Education, Health and Therapy and we work together to promote a culture based on unconditional positive regard aiming to develop confidence, self-motivation and independence.

Jasmine House School is a day and residential School for pupils aged 11 to 19*. Pupils are placed from a wide range of local authorities including Warwickshire, Worcestershire, Derby City and Derbyshire and they all have an Education, Health and Care Plan (EHCP). Pupils are placed on the basis of their diagnosis of Autism but may exhibit a range of learning needs, communication difficulties, mental health issues, ADHD, PDA, high levels of anxiety and attachment disorders. All of our pupils have been unable to access an educational curriculum effectively in a mainstream setting. Several have also missed a significant amount of education, accessed a variety of other alternative providers with no success before joining Jasmine House School and a number have been permanently excluded from other providers including specialist local authority provisions. Put simply, local authorities will only refer to independent specialist provision if their local schools been unable to meet the complex needs of the pupil. Two-thirds of our pupils do not live with a biological parent or parents – they are either LAC, adopted or under alternative official arrangements such as special guardianship.

Throughout the child's experience at Jasmine House School, they will have the opportunity to learn both in lessons and throughout the school day where learning opportunities are taken to enrich individuals and build on their self-confidence, self-worth and social communication.

Our curriculum has been planned for the pupils to have access to a wide area of learning which covers: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative as well as providing opportunities for therapeutic and spiritual, moral, social and cultural development (SMSC).

Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in The Education (Independent School Standards) (England) Regulations 2014. In accordance with this, we undertake to provide a curriculum that meets the needs of each pupil based on the terms of the statement of special educational needs Education, Health and Care Plan. This policy also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. All students receive full-time supervised education, in which they experience a curriculum that includes a range of linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative aspects appropriate to their age, aptitude and stage of development. The overriding aim of the

curriculum is to achieve the best possible outcomes for students in terms of individual learning, independence, personal growth and development.

Curriculum Statement

Our School is a learning environment at the heart of its wider community. We promote the care of our students - setting, respecting and expecting high standards in all aspects of school life. Our primary aim is to meet the needs of our students, preparing them for adult and working life in the 21st century. Many of the occupations and social events faced by our students will potentially be beyond the scope of current technology or expectations, therefore, it is crucial that each student understands the necessity to evolve personally throughout their lives. The vision for our school's curriculum is to provide a broad and balanced education, based on the realities of modern life. We recognise that: -

- the world of 2026 and beyond will be very different to the world of today
- the pace of change is increasing and the need for flexibility is paramount
- students have, and will increasingly have, greater access to information and learning materials independently of school
- adulthood requires economic participation - students must be adequately prepared for this
- it is important to prepare students for potential situations of fraud, cyber-crime, internet safety and exploitation by technology
- a curriculum defined purely in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life
- curriculum delivery should be augmented by adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business
- a fundamental belief that the skills and experiences of the curriculum will develop transferable skills which will enhance their career pathway and future employability

Our curriculum is based on the following principles: -

- to have students at its heart, putting their interests above those of the school
- to ensure a curriculum that is fit for purpose, offering differentiation and personalisation
- to ensure a centre of excellence, in both learning and teaching
- to prepare all students for a successful adult and working life in a 21st century global society
- to achieve and then exceed national standards in achievement, attainment and progression
- to be committed to excellence and continuous improvement
- to value vocational and academic routes equally
- to nurture the talents of all and celebrate success
- to work at all stages to ease the transition
- to involve the wider community
- to actively involve parents, carers and other stakeholders
- to foster a learning environment that is inspiring
- to encourage awareness and maintenance of mental health and emotional well-being through the recognition of personal respect and proactive social responsibility
- to promote the importance of personal achievement in physical, creative, therapeutic, academic and vocational activities as a means to promote emotional and mental health

Curriculum intent

- The curriculum is broad and balanced and is designed to not only enable pupils to make outstanding progress but also to develop their communication and independence skills, and promote well-being
- the purpose of the curriculum at Jasmine House School is to fully prepare students for life beyond Jasmine House School. The curriculum has been designed specifically for our students to facilitate the development of skills, knowledge and attributes which will enable them to be happy, healthy, empowered adults who play an active role in society.
- to provide full-time supervised education for students of compulsory school age (constructed in accordance with section 8 of the Education Act 1996(1), which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education as well as providing opportunities for therapeutic and spiritual, moral, social and cultural development (SMSC).
- that students acquire speaking, listening, literacy and numeracy skills to the standard expected of students nationally (whilst recognising the learning potential that each student has based upon their individual and non-typical cognitive and sensory profile)
- where the principal language of instruction is a language other than English, lessons in written and spoken English will be delivered so that students achieve the fluency of students nationally in speaking, reading and writing English
- to provide a holistic approach to education which will help students to develop positive feelings of self-worth and confidence
- where a pupil has a statement of special educational needs or an Education, Health and Care Plan, education which fulfils its requirements
- to promote personal, social, health and economic education which reflects the school's aim and ethos and vision
- to encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- for students receiving secondary education, access to accurate, up-to-date careers guidance that: is presented in an impartial manner, enables them to make informed choices about a broad range of career options, helps to encourage them to fulfil their potential
- the school has students above compulsory school age (post-16). A programme of individualised learning which is appropriate to their needs and helps to prepare students for their next life stage
- to empower students of all levels of ability to recognise what is beneficial for them and exercise their free-will responsibly whilst providing them with the tools to communicate their wants and needs either verbally or using non-verbal methods of communication
- that all students learn and make progress at the rate expected of students nationally
- effective preparation of students for the opportunities, responsibilities and experiences of life in British society and promoting British Values and promote the interconnected aspect of British values preparing students to be global citizens of the 21st century
- to deliver activities that provide suitable learning challenges, giving every pupil the opportunity to experience success and achieve as much as possible
- to devise individual approaches and interventions, in response to the curriculum, to match pupil's diverse learning needs, interests and strengths

- provide a curriculum that celebrates a sense of achievement and self-respect from the goals accomplished
- to teach students to have an awareness of their own moral, physical, social, spiritual and creative capacities and to understand right from wrong and to be able to reflect upon moral issues that confront them throughout their lives
- to provide a curriculum that is free from partisan political views. The promotion of partisan political views in the teaching of any subject in the school is strictly prohibited. All staff have a responsibility to take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students, they are offered a balanced presentation of opposing views. Smoothstone Care and Education, in partnership with the school's leaders, will monitor school policies and schemes of work across the curriculum. Rigorous monitoring of lessons will ensure balance in the presentation of all subject matter
- for pupils to see themselves as the alumni of Jasmine House School, to promote the ethos of the school and use the school in the future as a point of help, guidance and potentially role-model or advocate and support future students after they have left
- provide students with an exciting, rigorous and interesting range of challenging learning experiences and opportunities that link comprehensively with a 24-hour curriculum and learning experience that provides transferable skills to all aspects of their life and personal independence
- measure, assess and record the progress of each student in a systematic way, so that all students achieve their potential
- prepare students to live as independently as their abilities and disabilities allow
- to teach them about their individual physical, sensory and emotional profile so that they can access further social, cultural, educational and employment opportunities as individuals who will adapt to different situations and circumstances throughout their lives
- use individuals' interests and the wider community in which they live and work as a learning context and resource
- ensure that the curriculum is personalised to meet every learner's needs
- to equip students to be able to measure and how to maintain their emotional and mental health both now and throughout their lives
- to ensure that the curriculum prepares each student, not only for their chosen occupation now, but also, in an ever-developing world, for the demands of an evolving workplace and methods of employment that do not currently exist;
- a curriculum that prepares students with every level of support, or none, so that they can develop the skills necessary for living with social and domestic innovations that meet the needs of a more technological and sustainable future
- meet the individual learning needs of each pupil as identified initially by the Education Health Care Plan (EHCP) and then the Individual Education Plan
- provide a safe, therapeutic, caring and tolerant school community
- value and develop self-confidence and responsibility
- Involve parents/ carers and the broader community in a partnership for education; thus creating
- effective partnership working opportunities

Curriculum implementation

The delivery of the curriculum is personalised, taking into account previous gaps in learning and the need to revisit key concepts. It has an emphasis on experiential and sensory learning

across the curriculum. It references the National Curriculum and includes the following learning experiences:

- Linguistic (English): with an emphasis on communication integrated throughout the curriculum
- Mathematical: Numeracy, with an emphasis on functional and experiential learning
- Scientific Biology, Chemistry and Physics; theoretical concepts and practical experiments
- Technological: Computing, Programming
- Human and Social: PSHE; Citizenship, Geography, History and RE
- Physical: P.E. and outdoor education
- Aesthetic and Creative (Art, Music)
- Therapeutic: Sensory, play, Outdoor Education, Interoceptive awareness, Forest School and Morning Preparation

Teaching

- enables students to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- utilises up to date techniques and developments in pedagogical theory with the aim of creating highly differentiated and innovative pathways for students who require highly bespoke access to learning
- Reviewing and updating relevant subject policies and action plans annually
- Writing, reviewing and updating long and medium-term plans for their subject areas
- fosters in students' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- involves well-planned lessons and effective teaching methods, activities and management of class time
- the curriculum can be accessed on different levels according to each student's need, previous experience and level of attainment. The majority of our cohort at Jasmine House School have needs arising from an actual or suspected diagnosis of Autistic Spectrum Conditions and therefore have learning challenges associated with this diagnosis
- does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- motivates global citizens to be proactive within their local community whilst understanding worldwide issues
- facilitates proactive decisions to improve the ecology and sustainability of the planet and fosters fairer systems within society
- develops an ethos of social justice and champions equality for all
- does not discriminate against students contrary to Part 6 of the Equality Act 2010
- teaches students how to find personal meaning, happiness, fulfillment, a sense of responsibility and maintain emotional resilience in their lives
- The introduction of a bespoke, Primary curriculum (PlanBee) to meet the emerging needs of lower ability level pupils to ensure learning is accessible and tailored to the appropriate level.

TEACCH

The TEACCH approach tries to respond to the needs of autistic people using tried and tested approaches and methods for educating and teaching autonomy. It is not a single method and can be used alongside other approaches.

TEACCH values

Teaching – sharing autism knowledge and increasing the skill level of professionals and practitioners.

Expanding – increasing own knowledge to provide high-quality services to people on the autism spectrum and their families.

Appreciating – appreciating the strengths and uniqueness of autistic culture.

Collaborating and **C**ooperating with colleagues, other professionals, people on the autism spectrum and their families.

Holistic – adopting a holistic approach, looking at the person, their family and community.

TEACCH priorities

- focusing on the person, their skills, interests and needs
- understanding the 'culture of autism' and identifying differences based on individualised assessments \
- using visual structures to organise the environment and tasks when teaching skills
- being broad-based, i.e. support people at work, teach skills but also ensure that people are supported during leisure and/or social activities
- being flexible and teaching flexibility

The TEACCH principles and techniques may always need to be in place for someone, but they may look very different at different stages of the person's life.

SPELL

SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism, and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

SPELL stands for:

Structure

Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.

Positive (approaches and expectations)

We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.

Empathy

We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.

Low arousal

Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.

Links

Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

School structure

Jasmine House School has four main classes and also individual 1 to 1 learning areas. Pupils are grouped according to their ability and educational needs rather than in year groups (stage not age). We recognise that our pupils need a bespoke curriculum and may need to move between pathways if their ability levels vary from subject to subject.

Academic progress for each pupil is tracked and measured using the Earwig online assessment program. This provides relevant assessment objectives, which are directly linked to the planning and delivery of the curriculum. It considers the prior skills and knowledge of each individual, whilst providing small assessment steps that contribute towards the succession of their personalised learning pathway.

Jasmine House School uses the AET framework, which is a tool designed to support staff in identifying learning priorities and measuring progress in areas which fall outside of the national curriculum. It is used to set achievable targets to scaffold their development towards achieving their EHCP outcomes. The individual targets are used to monitor the social and emotional progress of pupils, throughout their learning experience.

Both academic and social/emotional progress are considered when placing pupils onto the correct Learning Pathways, as well as their preferred assessment style.

Pathway 1:

Pupils are typically working at or closer to age-related expectations and are able to access more formal academic learning

- Learning pathways may lead to GCSEs, BTECs, or Level 2 qualifications, alongside preparation for adulthood.
- Pupils continue to access therapeutic and emotional support to support wellbeing and sustained success.

Accreditations through GCSE, Functional Skills, ASDAN and Vocational awards

Pathway 2:

Pupils follow the National Curriculum through a functional skills-focused pathway and may be working below age-related expectations, with interest-led approaches supporting engagement and the application of learning.

- Learning focuses on real-world application, developing independence, and preparing for Entry Level 3 and Level 1 qualifications.
- Therapeutic and emotional support is woven into lessons and routines to enable progress and engagement.

Accreditations through Functional Skills, ASDAN Short Courses, and vocational awards.

Pathway 3:

Pupils learn primarily through play, sensory experiences, creativity, and real-life interaction.

- Learning is highly personalised and developmentally appropriate, with a strong focus on communication, regulation, and independence.
- All pupils' access therapeutic and emotional support, embedded naturally within their daily learning.

Accreditations through AQA Unit Awards, ASDAN Short Courses, and Entry Level Certificates.

Pupils across all learning pathways are given a wide range of options and where possible have learning tailored to their own interests. Each pupil will have access to at least one subject option and an employability option

- Option 1- subjects: History, Art, Design and Technology
- Option 2- employability: Food technology, Drama, Outdoor Education, Music

Post 16 Provision – preparation for the future

As within our KS3 and KS4 provision, post 16 students follow an individualised learning programme based on a personalised curriculum. The timetable offers students dedicated post-16 provision. We aim to support students growing into adulthood and raising their aspirations by placing an emphasis on them developing independence, knowledge and skills to prepare them for life in the wider community.

The post 16 curriculum provides educational opportunities planned through individual and class timetables. These opportunities are based in the school buildings and local community through formal classes, individual activities and experiences within the wider school community. Opportunities further afield, for example at local F.E colleges and other training providers, on work placement or in the community are also offered, where appropriate and integrated into different subject areas. All aspects of programmes are supported and facilitated by our multi-disciplinary team. All young people have a timetable devised to meet their needs, optimise their progress and focus on their vocational pathways, interests and future hopes.

Personalised study programmes for each learner are planned and managed to provide progression, stretch, mathematics and English for all learners as well as work experience and non-qualification activities. All teaching and assessment will support and challenge learners and individual study programmes will build on each learner's prior attainment and enable them to make progress and move on to a higher level of qualification when they are ready to do so.

Learners will receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future plans. The study programmes will enable learners to develop personal, social, employability and independent learning skills and achieve high levels of punctuality, attendance and conduct, including through the contribution of non-qualification or enrichment activities and/or work experience.

Post 16 learners will also be taught how to keep themselves safe and healthy, both physically and emotionally. Any post 16 placement will be agreed with the placing local authority, parents/carers and other key stakeholders. The education programme will need to directly address the learning outcomes set out in the student's EHCP. A post 16 place at Jasmine House School will only be offered if it is agreed, with all key stakeholders, that this will be directly beneficial to the student to build on prior learning and educational experiences

Spiritual, Moral, Social and Cultural (SMSC)

We also commit to meeting and exceeding the expectations set, with regards to the Spiritual, Moral, Social and Cultural development of our students. Their development is facilitated through planned activities and also through opportunities that arise incidentally throughout the day. SMSC development will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and recognise any challenges that

there may be to their own attitude and lifestyle. We will actively promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will ensure that principles are promoted which:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- to enable students to move from dependency, to independency and interdependent decision makers
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- to nurture attitudes of compassion and discretion when facing situations of personal and social difficulty
- lead to further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England
- encourage participation in the community, in order to increase their awareness of the wider world and make sense of their role as a world citizen.
- encourage students to reflect upon and discuss their beliefs, feelings and responses to personal experience

Protected characteristics

Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination. At Jasmine House School it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. Within our curriculum we make sure that diversity is promoted and celebrated.

We will preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students are offered a balanced presentation of opposing views: -

- while they are in attendance at the school
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere

Personal, Social, Health and Economic (PSHE) education within the curriculum

PSHE is taught as part of the PSHE programme mainly by class teachers and outside agencies, where appropriate, in class groups. During the topic relating to Sex Education, pupils are split into appropriate groups, taking into account, age, learning stage, gender and maturity.

PSHE education is an important part of the curriculum at Jasmine House School. Planned activities are designed to support students in their understanding of some of the difficult personal, social, health and economic-related issues that arise in their lives and in the wider society in which they live. At KS3 PSHE is delivered working alongside the PSHE Life Lessons Scheme and AQA units of work for emotional health and well-being, financial capability and drugs education programme. At KS4 PSHE education is taught through the PSHE Life Lessons Scheme and AQA units of work for ALL curriculum and also through the Independent Living, personal safety, relationships, healthy lifestyles and career choices. PSHE education underpins the values and beliefs of Jasmine House School and relates closely to its mission statement. PSHE education provides learning that makes an essential contribution to: -

- reducing or removing barriers to learning by providing an education that promotes positive relationships and supports students in reaching their full potential
- developing key concepts, language skills, strategies and understanding to enable students to make positive lifestyle choices now and in their future
- developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy
- developing further understanding into personal finances and how to manage these
- Developing knowledge on life after school and the different skills needed to take into adulthood for example personal finance work and career options.

Jasmine House School provides opportunities for children and students to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

The promotion of equality of opportunity is a strong element within the PSHE education curriculum provided by Jasmine House School. Students are treated equally irrespective of gender, culture, ability or aptitude. Teaching strategies take into account the ability, age,

readiness and cultural backgrounds of the students to ensure that all can access the full PSHE education provision. Students are expected to show respect and tolerance for others and to learn how to live harmoniously with those who do not necessarily share their ideas and views.

Some of the key principles underpinning PSHE education in Jasmine House School are that:-

- students bring with them prior learning and experiences
- each student has very individual needs
- students with autism have difficulty reading social situations
- PSHE education takes place within a safe and secure learning environment where students are not afraid to offer their own opinions
- teachers differentiate learning so that every student can access the PSHE education curriculum as his/her own level
- PSHE education is taught through planned and incidental opportunities
- staff and students share responsibility to ensure that PSHE education is a positive experience for all students
- information is accurate and accessible to every student

Careers

Careers education and guidance is a key feature of both the Key Stage 3 and Key Stage 4 curriculum and students have frequent opportunities to experience the world of work and to consider their choices post 19. Guidance for careers education is taken directly from DfE careers strategy Careers guidance and access for education and training providers (May 2025). Learners will receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future plans. The study programmes will enable learners to develop personal, social, employability and independent learning skills and achieve high levels of punctuality, attendance and conduct, including through the contribution of non-qualification or enrichment activities and/or work experience.

Reading

Reading is embedded in the curriculum offer and throughout school life. Each day, pupils have the opportunity to read within their class groups, in the form of one session of reading for pleasure timetable slot, every day. During this session we encourage love for reading and provide access to age-appropriate fiction and non-fiction texts, including weekly issues of The Week Junior. Through promoting a love of reading, we are able to address gaps in pupils reading ages through: 1:1 reading intervention across the school; regular support with literacy across the curriculum. Read Theory is used to support pupils' reading development and comprehension. Pupils reading opportunities are supplemented by the use of audio books from 'Calibre Audio', reading comprehension games and trips to the local library.

Phonics

Through our phonics curriculum, we ensure pupils develop the skills and knowledge they need to develop as confident readers who have a love of books. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society, only pupils who learn to speak, read and write fluently and confidently are able to effectively participate in wider society. At Jasmine House School we use Little Wandle phonics.

Curriculum Impact

Jasmine House School's curriculum will:

- fulfil all statutory, framework and National Curriculum requirements
- lead to qualifications that prepare students for work or further education
- enable students to fulfil their potential
- meet the needs (including educational, physical, emotional or sensory) of students of all abilities
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines
- prepare students to make informed and appropriate choices at points of transition
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include a range of vital characteristics including breadth, balance, relevance, differentiation, progression, continuity and coherence
- ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career
- foster teaching styles which offer and encourage a variety of relevant learning opportunities
- help students to use language and number effectively
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- help students understand the world in which they live
- meet the social, emotional and behavioural needs of our students
- incorporate a specific curriculum for key stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students
- incorporate a key stage 4 curriculum which meets the needs of students, parents and wider society
- offers a post-16 curriculum which is not constricted by the curriculum of the school alone but incorporates other schools/colleges which may be in partnership with the school
- provide opportunities for holistic learning which include mindfulness activities enabling greater levels of self-regulation and preventing cognitive fatigue for students
- foster emotional resilience and containment strategies when anxious or stressed

Working with Parents/Carers

We encourage parents to visit whenever possible and in particular to attend for Statutory Annual Review/EHCP meetings. Parents/Carers are provided with updates on progress in the termly report that comments on all areas of the curriculum and also includes learning targets for the term ahead. We also contact parents/carers of day pupils on a daily basis to give an opportunity for dialogue between school and home regarding daily achievement in school.

Roles and responsibilities

The Principal will ensure that:-

- the curriculum meets all legal and statutory requirements

- all statutory 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 curriculum is adequate and is reviewed annually
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve
- the curriculum prepares students for their chosen career pathway
- Smoothstone Care and Education is fully involved in decision making processes relating to the breadth and balance of the curriculum
- Smoothstone Care and Education is advised on progress towards targets in order to make informed decisions
- The physical, mental and emotional health of staff are promoted and opportunities for emotional well-being provided

Smoothstone Care and Education will ensure that:-

- it considers the advice of the Principal when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- it contributes to decision making about the curriculum

The Headteacher will ensure that:-

- he/she has a good oversight of curriculum structure and delivery within the school
- detailed, appropriate and up-to-date schemes of learning are in place for the delivery of courses
- schemes of learning are monitored and reviewed on a regular basis
- levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these
- the teaching staff maintain accurately graded portfolios of students' work
- the daily planning of teaching staff is of a consistently high standard
- activities are differentiated to meet the needs of individual students

Teaching staff and learning support staff will:-

- Core subjects are delivered by subject specialists in English, mathematics and science
- Teachers are pastoral leads for their respective groups and have pastoral responsibility for those groups and the individual learners in them, which includes
- Writing and disseminating pupils' termly educational reports
- Attending and leading parent/carer half-termly meetings
- Writing annual Action Plans for their group and contributing to the school SEF
- Designing curriculum learning journeys
- Planning for and resourcing differentiated learning spaces
- Writing reports, such as LAC reports, PEPs, half-termly progress reports and annual end of year reports
- Writing and assessing pupil IEP

- Taking a lead in managing the behaviour and emotional needs of pupils in their group
- ensure that the school curriculum is implemented in accordance with this policy
- keep up to date with developments in the National Curriculum
- commit to delivering teaching and learning based on TEACCH principles
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each group of students
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them
- take part in designated training sessions and coaching exercises to extend and refine professional practice
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities
- actively support students in their progress through the new curriculum

Students will:-

- be treated as partners in their learning, contributing to the design of the curriculum
- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge
- be offered an appropriate curriculum learning pathway that reflects individual current and prior levels of attainment, learning levels and individual needs as set out in the EHCP
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly
- receive co-ordinated support to enable them to make the appropriate curriculum choices

Parents and Carers will:-

- be consulted about their children's learning and in planning their future education
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- be informed about the curriculum on offer and understand the rationale behind it
- receive regular reports regarding their child's progress

Monitoring, evaluation and review

Smoothstone Care and Education will receive termly reports, through the governance process, from the Principal on:-

- the standards reached in each subject compared with appropriate benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with appropriate benchmarks
- the number of students for whom the curriculum was disapplied and the arrangements which were made

Adaptive Teaching - Training and Mentoring Program

The Adaptive Teaching training and mentoring program is designed to help develop confidence and enhance the quality of teaching for all pupils. The scheme is based around '5-a-Day: to improve SEND outcomes' written by Gary Aubin (Education Endowment Foundation):

"The evidence which informed the EEF's ['Special Education Needs in Mainstream Schools' guidance report](https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes) indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates."
(<https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes>)

The program will build knowledge through five training sessions covering each of the key teaching techniques spread over the year. These sessions will involve individual and group goal setting and be followed by a period of 3-4 weeks for the completion of supportive peer observations. Observations will be focused on teachers' goals within each area and at the end of each cycle, there will be an evaluation session. During evaluation sessions, staff will be asked to share observations and discuss ways in which the technique in question can be used effectively for specific groups and individuals within our school and any impacts they have noted as a result of embedding this technique into their teaching practice.

Smoothstone Care and Education will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.