



Jasmine House School

Curriculum Policy

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Rationale

At Jasmine House we provide safe, nurturing care and aspirational educational opportunities for children and young people aged 11 to 18 with autism, moderate or severe learning difficulties and associated challenging behaviours. We offer an integrated approach that brings together education, therapy, families and wider professionals to support each pupil's academic progress, personal development and preparation for adulthood.

Jasmine House School is a day and residential School for pupils aged 11 to 18. Pupils are placed from a wide range of local authorities including Nottinghamshire, Norfolk, 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, as amended. 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 pupils 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 pupils 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 pupils - setting, respecting and expecting high standards in all aspects of school life. Our primary aim is to meet the needs of our pupils, preparing them for adult and working life in the 21st century. Many of the occupations and social events faced by our pupils will potentially be beyond the scope of current technology or expectations, therefore, it is crucial that each pupil 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
- pupils have, and will increasingly have, greater access to information and learning materials independently of school
- adulthood requires economic participation - pupils must be adequately prepared for this
- it is important to prepare pupils 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 pupils 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 pupils 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, balanced and ambitious. It has been specifically designed to develop academic achievement, communication, emotional regulation, independence and preparation for adulthood. Through carefully planned learning experiences, pupils develop the knowledge, skills and behaviours required to lead fulfilling lives and achieve positive destinations beyond Jasmine House School.
- Preparation for adulthood is a golden thread that runs throughout the curriculum. Learning is carefully sequenced to support pupils to develop increasing independence, self-advocacy, community participation, employability and life skills. Leaders recognise that success looks different for every pupil and therefore prepare pupils for a range of positive destinations including further education, employment, supported internships and independent living.
- to provide full-time supervised education for pupils of compulsory school age (constructed in accordance with section 8 of the Education Act 1996(1), which gives pupils 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 pupils acquire speaking, listening, literacy and numeracy skills to the standard expected of pupils nationally (whilst recognising the learning potential that each pupil 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 pupils achieve the fluency of pupils nationally in speaking, reading and writing English
- to provide a holistic approach to education which will help pupils 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 pupils 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 pupils above compulsory school age (post-16). A programme of individualised learning which is appropriate to their needs and helps to prepare pupils for their next life stage
- to empower pupils 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 pupils learn and make progress at the rate expected of pupils nationally
- effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society and promoting British Values and promote the interconnected aspect of British values preparing pupils 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 pupils 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 pupils, 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 pupils after they have left
- provide pupils 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 pupil in a systematic way, so that all pupils achieve their potential
- prepare pupils 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 pupils 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 pupil, 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 pupils 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

Preparation for Learning- Morning Prep

At Jasmine House School, each school day begins with a structured Morning Preparation session. These sessions provide pupils with opportunities to develop the foundational skills required for successful engagement in learning and adult life.

Morning Preparation sessions support the development of:

- Reading and literacy skills
- Communication and language development
- Executive functioning and organisational skills
- Emotional regulation and wellbeing
- Independence and self-management
- EHCP outcomes and personalised targets

These sessions establish consistent routines, promote readiness for learning and provide opportunities for pupils to revisit, practise and embed key skills. Activities are tailored to individual needs and may include reading, communication activities, organisation of learning materials, reflection on personal targets, emotional regulation strategies and preparation for the school day.

Morning Preparation forms an integral part of the school's wider curriculum and contributes to pupils' personal development, independence and preparation for adulthood.

JHS 101 – Preparation for Adulthood

JHS 101 is Jasmine House School's bespoke preparation for adulthood framework. The programme identifies 101 essential life skills that pupils should have opportunities to develop before leaving school.

The framework is organised into four strands:

- Personal Living Skills
- Executive Functioning and Organisational Skills
- Community and Social Skills
- Financial and Vocational Skills

JHS 101 is delivered through discrete lessons, subject learning, enrichment opportunities, careers education, community participation and wider school experiences. The framework ensures that preparation for adulthood is embedded throughout the curriculum rather than delivered as a standalone subject.

Jasmine House School recognises that many pupils achieve significant success in areas that are not always reflected through traditional qualifications. To ensure these achievements are recognised and celebrated, elements of the JHS 101 framework are mapped against ASDAN accreditation pathways.

The school's accreditation model follows a progressive pathway:

Key Stage 3 – ASDAN New Horizons

Key Stage 4 – ASDAN Personal Progress

Key Stage 5 – ASDAN Towards Independence

This pathway allows pupils to gain external recognition for achievements in communication, independence, employability, community participation and preparation for adulthood

Assessment and Progress

Assessment at Jasmine House School is an integral part of curriculum planning, teaching and evaluation. Assessment is used to identify each pupil's starting point, establish appropriate learning priorities, monitor progress and inform future teaching.

From September 2026, Jasmine House School will use Earwig as its whole-school online assessment and progress-tracking system, replacing BSquared.

Earwig will provide a consistent framework for recording assessment information across the curriculum and will support staff to:

- identify and record pupils' prior knowledge, skills and understanding;
- establish appropriate assessment starting points;
- identify small, measurable steps in learning;
- track progress over time;
- identify gaps or areas requiring further teaching;
- inform curriculum planning and individualised learning;
- monitor progress towards curriculum objectives and EHCP outcomes;
- support discussions during pupil progress meetings and annual reviews; and
- provide evidence of attainment and progress over time.

Earwig assessment information will not be used in isolation. Teachers will use professional judgement and a range of evidence, including pupils' work, observations, practical performance, formal assessments, accreditation outcomes, pupil voice and relevant therapeutic or intervention information, to form a rounded view of progress.

Assessment will be proportionate to pupils' needs and will not create unnecessary barriers to learning. Where appropriate, staff will adapt assessment approaches to reflect pupils' communication, sensory, cognitive and individual learning needs.

Assessment information will be used formatively to adapt teaching and identify next steps rather than simply to record attainment.

Teaching

- enables pupils 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 pupils 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 pupils' 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 pupil'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 pupils contrary to Part 6 of the Equality Act 2010
- teaches pupils 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 Cooperating 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.

Assessment information from Earwig is used alongside professional judgement and wider evidence of learning to inform pupils' learning pathways, curriculum planning and next steps.

Jasmine House School uses the Autism Education Trust (AET) framework to support the identification of learning priorities and monitor progress in areas that may not be fully captured through academic curriculum assessment. AET information contributes to the development of personalised targets and supports progress towards EHCP outcomes, particularly in areas such as communication, independence, social interaction and preparation for adulthood.

Curriculum pathways are determined through consideration of pupils' prior attainment, current assessment information, learning needs, EHCP outcomes, communication and sensory profiles, personal strengths and aspirations. Pathway placement is reviewed regularly and may change as pupils' needs and levels of independence develop.

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

One Child, One Team

The curriculum is supported through the school's One Child, One Team approach. Teachers, teaching assistants, therapists, families and external professionals work collaboratively to ensure that learning, personal development and EHCP outcomes are consistently reinforced throughout a pupil's educational journey. This approach enables staff to develop a shared understanding of each pupil's strengths, aspirations and areas for development, ensuring that curriculum experiences are personalised and meaningful.

Post 16 Provision – Preparation for the future

As within our KS3 and KS4 provision, post 16 pupils follow an individualised learning programme based on a personalised curriculum. The timetable offers pupils dedicated post-16 provision. We aim to support pupils 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 pupil'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 pupil 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 pupils. 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 pupils 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 pupils to develop their self-knowledge, self-esteem and self-confidence

- to enable pupils to move from dependency, to independency and interdependent decision makers
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encourage pupils 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 pupils 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 pupils 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 pupils 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 pupils 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

RSHE 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 pupils 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 pupils in reaching their full potential
- developing key concepts, language skills, strategies and understanding to enable pupils 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 pupils 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. Pupils are treated equally irrespective of gender, culture, ability or aptitude. Teaching strategies take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full PSHE education provision. Pupils 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:-

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

Careers

Careers education and guidance is a key feature of both the Key Stage 3 and Key Stage 4 curriculum and pupils 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.

Careers education forms part of the school's wider preparation for adulthood strategy and is closely linked to JHS 101. Pupils develop employability, organisational, communication and financial skills through curriculum learning, enterprise activities, community experiences and ASDAN accreditation opportunities.

Reading

Reading is embedded in the curriculum offer and throughout school life. Reading is recognised as a gateway skill which supports independence, self-advocacy and participation within society. Opportunities to read are embedded throughout the curriculum and preparation for adulthood pathways. 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

The curriculum at Jasmine House School is designed to ensure that pupils make progress from their individual starting points and leave school increasingly prepared for adulthood. Through academic learning, JHS 101, therapeutic support and accreditation pathways, pupils develop the confidence, communication, independence and resilience required to succeed in their next stage of education, employment, training or adult life.

Jasmine House School's curriculum will:

- fulfil all statutory, framework and National Curriculum requirements
- lead to qualifications that prepare pupils for work or further education
- enable pupils to fulfil their potential
- meet the needs (including educational, physical, emotional or sensory) of pupils of all abilities
- provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines
- prepare pupils to make informed and appropriate choices at points of transition
- help pupils 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 pupils' choice during their school career
- foster teaching styles which offer and encourage a variety of relevant learning opportunities
- help pupils to use language and number effectively
- help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- help pupils understand the world in which they live
- meet the social, emotional and behavioural needs of our pupils
- 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 pupils
- incorporate a key stage 4 curriculum which meets the needs of pupils, 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 pupils
- 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 pupils 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 pupils are met by permanent or temporary disapplication from the national curriculum
- the procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve
- the curriculum prepares pupils 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
- attainment, progress and rates of progression are discussed with teachers regularly, with appropriate actions identified where necessary.
- the teaching staff maintain appropriate and purposeful evidence of pupils' learning and assessment, reflecting the school's assessment approach and pupils' individual learning pathways
- the daily planning of teaching staff is of a consistently high standard
- activities are differentiated to meet the needs of individual pupils

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, relevant assessment information, including Earwig data, to inform curriculum planning, teaching, intervention and evaluation
- use assessment information to identify pupils' next steps and adapt teaching, curriculum content and support where necessary
- maintain accurate and timely assessment information in accordance with the school's assessment procedures
- 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 pupils 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 pupils in their progress through the new curriculum Pupils

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:-

Parents/carers receive regular information about their child's learning, attainment and progress. Termly reports provide a summary of progress across relevant curriculum areas, individual targets and key next steps. Assessment information from Earwig may be used to support reporting and discussions with parents/carers, alongside teacher professional judgement and other relevant evidence.

Monitoring, evaluation and review

Smoothstone Care and Education will receive termly reports, through the governance process, from the Head Teacher 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 pupils, subjects, courses and trends over time, compared with appropriate benchmarks
- the number of pupils 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.