



Jasmine Grove School

Primary Curriculum Policy

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1.1	Sept 2023	
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Statement of intent

At Jasmine Grove School we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation and prepare pupils at the school for the opportunities, responsibilities and experiences of later life

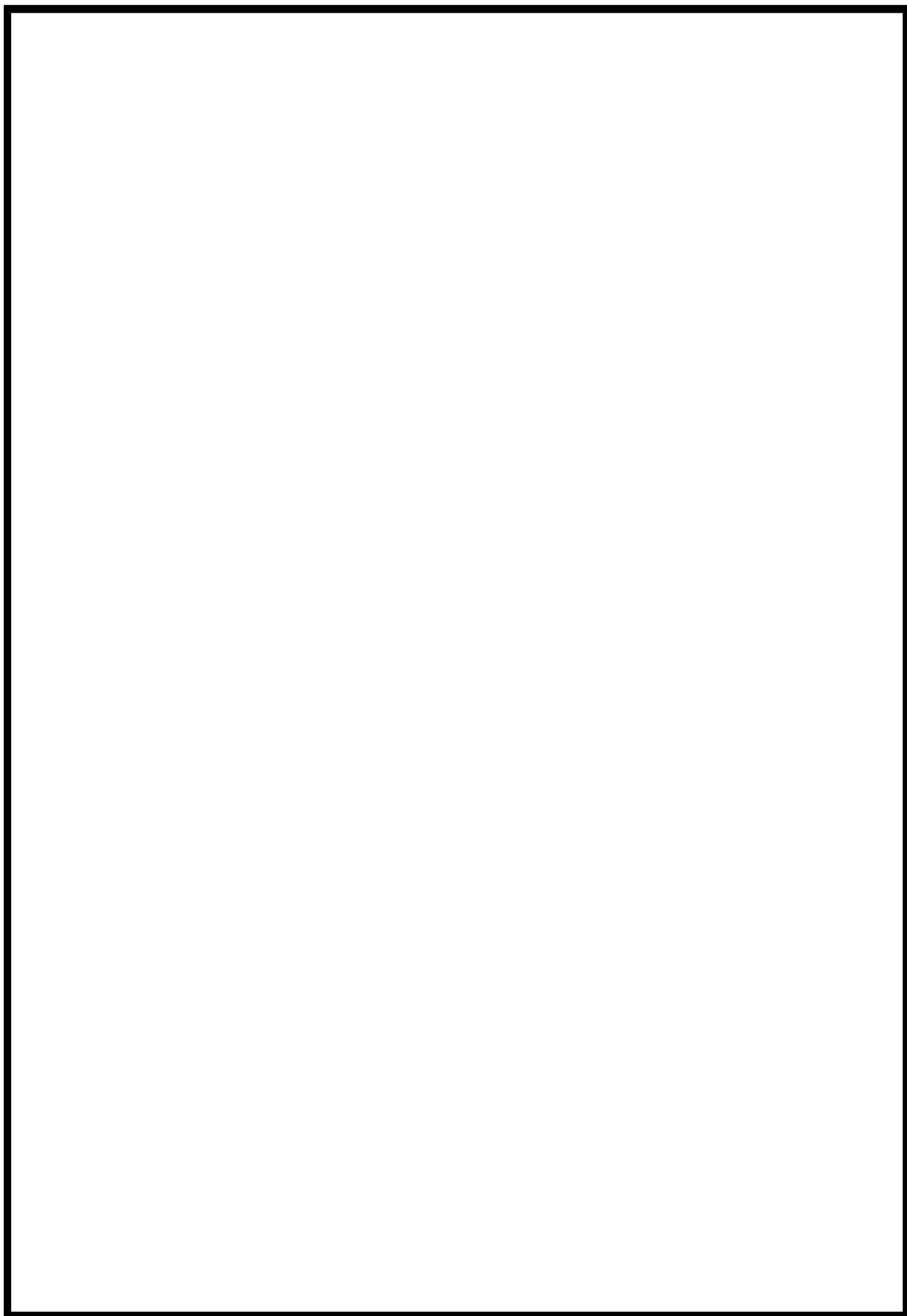
Rationale

At Jasmine Grove School we provide safe, nurturing care and aspirational educational opportunities for children and young people aged 8 to 18 with autism, moderate 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 Grove School is a day school for pupils aged 8 to 18. Pupils are placed from a wide range of local authorities including North and South Derbyshire, Nottinghamshire, Rotherham, Sheffield and Doncaster and they all have an Education, Health and Care Plan (EHCP). Pupils are placed based on 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 Grove 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 Grove 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).



Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

Education Act 2002

Children Act 2004

Equality Act 2010

Special Educational Needs and Disability Regulations 2014

The Education (Independent School Standards) Regulations 2014 (as amended)

SEND Code of Practice: 0-25 Years (2015)

National Curriculum in England: Framework for Key Stages 1-4

Working Together to Improve School Attendance (2026)

Keeping Children Safe in Education 2026

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

Careers Guidance and Access for Education and Training Providers (Secondary)

Mental Health and Behaviour in Schools Guidance (Department for Education, November 2018)

This policy operates in conjunction with the following school policies:

- Assessment, Recording and Reporting Policy
- Pupil Equality, Equity, Diversity and Policy
- PSHE Policy
- Relationships and Health Education Policy
- SEND Policy
- EAL Policy

Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.

- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.

- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and acting where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum using a range of evidence-informed approaches to support engagement, understanding and retention.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENDCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENDCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENDCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Ensuring all pupils make strong progress from their individual starting points.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCo is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

- **School ethos and aims**

The curriculum at Jasmine Grove School aims to:

- Provide a broad, balanced and inclusive curriculum that meets the needs of all pupils.
- Promote high aspirations, confidence, independence and a lifelong love of learning.
- Develop pupils' literacy, numeracy, communication, digital and problem-solving skills.
- Support pupils' social, emotional, physical and mental wellbeing.
- Enable pupils to develop positive relationships, self-awareness and emotional resilience.
- Foster creativity, curiosity and critical thinking through a rich range of learning experiences.
- Promote spiritual, moral, social and cultural development, including British Values.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Support pupils to become active, respectful and responsible members of their communities.
- Ensure all pupils make meaningful progress from their individual starting points and achieve their full potential.

Through this curriculum, pupils will:

- Develop the knowledge, skills and understanding needed for future education, employment and independent living.
- Build resilience, self-confidence and self-advocacy skills.
- Learn how to lead safe, healthy and fulfilling lives.
- Develop positive relationships and respect for others.
- Become engaged, independent and successful learners.
- Feel valued, included and connected to their school and wider community.

Political Impartiality

The curriculum is free from partisan political influence. Where political issues are explored, pupils are provided with a balanced presentation of opposing views. Smoothstone Care and Education and school leaders monitor curriculum content and teaching to ensure compliance with statutory requirements and the promotion of respectful, informed discussion.

- **Curriculum intent**

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

At this specialist school, all our pupils that attend have an EHCP. We have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum must be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

Both academic progress and social, emotional and communication needs are considered when determining the most appropriate learning pathway for each pupil. Placement is informed by assessment information, EHCP outcomes, attainment data, engagement levels and professional judgement.

Pupils will follow one of the following Smoothstone Curriculum Pathways:

Peaks Pathway

For pupils requiring significant support with:

- Social communication development
- Emotional literacy
- Anxiety
- Engagement with learning

Provision includes:

- Learning How to Learn
- Engagement Model principles
- EQUALS curriculum
- Therapeutic input
- Social communication development

Dales Pathway

For pupils who can access most of the curriculum but require:

- Enhanced therapeutic and academic integration
- Developing independence
- Access to the National Curriculum with adaptations
- Structured support
- Consistent adaptive teaching
- Integrated therapy

Moors Pathway

For pupils accessing a full curriculum offer with:

- Personal growth and academic achievement
- Qualification pathways including GCSEs
- Further education readiness
- Independence and employability
- Transition planning

Preparation for Adulthood

Across all pathways pupils develop skills relating to:

- Employment
- Independent living
- Community participation
- Good health
- Relationships
- Self-advocacy
- Emotional resilience
- Decision making

Primary pupils should access early preparation through independence and communication programmes, while secondary pupils develop vocational and employability skills.

Evidence-Informed Teaching and Learning

Jasmine Grove School adopts the Education Endowment Foundation's guidance regarding high-quality teaching for pupils with SEND. We recognise that high-quality teaching is the most effective approach for improving outcomes for all pupils and is

particularly important for those with special educational needs and disabilities. Teaching across all learning pathways incorporates the EEF Five-a-Day principles.

High-quality teaching across Jasmine Grove School is underpinned by the EEF Five-a-Day approach:

- Explicit instruction
- Cognitive and metacognitive strategies
- Scaffolding
- Flexible grouping
- Effective use of technology

Adaptive teaching is a core principle across all learning pathways. Teachers use responsive assessment, explicit instruction, scaffolding, metacognitive strategies, flexible grouping and assistive technology to remove barriers to learning whilst maintaining ambitious expectations for all pupils. Support is matched to need and gradually reduced to promote independence.

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within

lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support. A full list of the subjects available to our pupils can be found in of this policy.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

Curriculum Implementation

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

In general, lessons will be separated into three core stages:

- **Introduction to the topic and thinking time** – this is the time where lesson objectives will be set.
- **A main teaching event** – this will vary day-to-day based on the teacher's plan.
- **Plenary** – this will summarise what pupils have learnt in the lesson and will address what will be covered in the next lesson.

Support is carefully matched to need and gradually removed where appropriate to promote independence.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary. (refer to our EAL Policy)

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 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.

Assessment

Progress is evaluated through:

- Academic attainment
- EHCP outcomes
- Communication development
- Emotional regulation
- Engagement in learning
- Attendance and participation
- Independence skills
- Therapeutic outcomes where appropriate

Preparation for adulthood outcomes

Academic progress for each pupil is tracked and measured using the EARWIG platform. 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 everyone, whilst providing small assessment steps that contribute towards the succession of their personalized learning pathway.

Jasmine Grove 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. (refer to our Assessment Recording and Reporting Policy)

Subjects covered

The school will always have due regard to the national curriculum throughout the academic year.

The areas of learning are:

communication and language. personal, social and emotional development.

physical development.

literacy.

mathematics. understanding

the world. expressive arts

and design.

Equals Curriculum

Jasmine Grove School offers a programme of learning that subscribes to the 'EQUALS' 'semi-formal/formal' curriculum' non-Key Stage specific for pupils working consistently and over time below age-related expectations or for those pupils despite their chronological age are operating cognitively lower e.g. (MLD) or their progress has been significantly interrupted with previous limited access to formal education due to their prevailing SEND needs.

It comprises developmental in-depth and detailed schemes of work consisting of Maths & English, my communication, My Independence, The World About Us, My Outdoor School, My Physical Well-Being, My Play & Leisure, and My Thinking and Problem Solving. They each and collectively form a broad and balanced holistic curriculum that fully meets the needs of pupils struggling within a conventional National Curriculum model. It is ambitious and aims for the highest level of independence possible.

The Equals curriculum aligns within and across the learning Pathway 1 offering a discrete and differentiated learning experience

▪ Reading

Reading is embedded in the curriculum offer and throughout school life. Each day, pupils can read within their class groups, in the form of one 20minute allocated 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 can address gaps in pupils reading ages through regular 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 using audio books from Audible, 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 can effectively participate in wider society. At Jasmine Grove School we use the Little Wandle Phonics Programme.

The Hamilton Curriculum

We also subscribe to the Hamilton Curriculum for our Lower and Upper Key Stage 2 syllabus of learning. This is cross-curricular in approach, delivered in thematic coherent blocks with meaningful connection of topics and enriched activities that incorporate all the core and foundation subjects below.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- RE
- Relationships and health education

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- ICT
- Design and technology
- Languages (at KS2)
- Geography
- History
- Music
- PE
- Sex education although at the JGS schools' discretion is incorporated into PSHE as identified below

Details of what is included in the curriculum for each subject can be found in a specific curriculum policy for that subject.

Where students are significantly below their expected reading age, Literacy Intervention is offered

Pupils are baselined using WRAT and if this indicates an issue with reading the Little Wandle phonics screening is used and pupils are entered into the program working through it in a structured and cumulative way.

As far as possible, texts used in lessons are matched to students' reading abilities and interests.

Strategies for decoding and deducing the meaning of new vocabulary are incorporated into the English curriculum and reinforced across the curriculum.

● PSHE

Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

The schools will hold PSHE days across the academic year. Topics covered within these PSHE days include a well-being curriculum incorporating key aspects around lifechoices, puberty and sexual health.

All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

Attendance, Participation and Inclusion

Jasmine Grove School recognises the strong relationship between attendance, wellbeing and achievement. We adopt a relational and supportive approach to attendance and work collaboratively with families and external professionals to identify and remove barriers to participation.

Consideration is given to pupils experiencing anxiety, emotional regulation difficulties, SEND-related barriers and mental health needs.

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

The school's Remote Education Policy sets out how education will be delivered if pupils cannot attend school in person.

● **Reporting and assessment**

Assessment of Progress

Progress is measured through:

- Academic achievement
- EHCP outcomes
- Communication development
- Emotional regulation
- Attendance
- Engagement
- Independence
- Social development
- Preparation for adulthood outcomes

Informal assessments will be carried out to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents.

Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.

Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Assessment, Recording and Reporting Policy.

- **Equal opportunities**

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy always when planning and implementing the curriculum.

- **Supporting pupils with SEND**

All our pupils with SEND will receive the additional support they require both academically and with their personal development, in line with their EHCP and school's SEND Policy.

Pupils with SEND have allocated and deployed support with TAs in smaller groups within each class group to work on topics covered in lesson to ensure they do not fall behind their peers.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SEN lead. The SEN lead will work closely with teachers to help them break down any barriers pupils with SEND have to education.

- **Curriculum Impact**

The curriculum will enable pupils to:

- make progress from their individual starting points;
- achieve EHCP outcomes;
- improve attendance, participation and engagement;
- develop communication, social interaction and self-advocacy skills;
- strengthen emotional regulation, resilience and wellbeing;
- increase independence;
- achieve meaningful qualifications where appropriate;
- be prepared for the next stage of education, employment or training;
- become active members of their communities.

Working with Parents/Carers

We encourage parents to visit whenever possible and 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 includes learning targets for the term ahead. We also contact parents/carers of day pupils daily to give an opportunity for dialogue between school and home regarding daily achievement in school.

Monitoring and review

This policy is reviewed **annually** by the headteacher and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is **September 2027**

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.