



**Kestrel House
School**

OptionsAutism

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Document History

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Curriculum & Assessment Policy

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Policy Owner: Headteacher

Latest Review Date:

Policy: Curriculum

Next Review Date: September 2025

1) Introduction

Whole School Mission Statement

Kestrel House School provides an engaging, nurturing, and highly personalised learning environment where every pupil is understood, valued, and supported to thrive through a therapeutic blended curriculum. We recognise our learners' unique strengths and individual contribution to our school community.

Our vision is **thinking and learning differently**. We recognise that every child learns in their own way, and we adapt our approach to meet individual strengths, needs, and interests. Through structured support, specialist teaching, and a deep understanding of autism, we enable pupils to make meaningful progress academically, socially, and emotionally.

Our values are at the heart of all that we do:

- Pride – We celebrate individuality, build confidence, and help pupils develop a positive sense of self and achievement.
- Play – We use purposeful and engaging play to support communication, curiosity, emotional regulation, and a love of learning.
- Preparation (*for Adulthood*) – We focus on developing independence, life skills, and communication to help pupils prepare for the future with confidence.

2) Intent

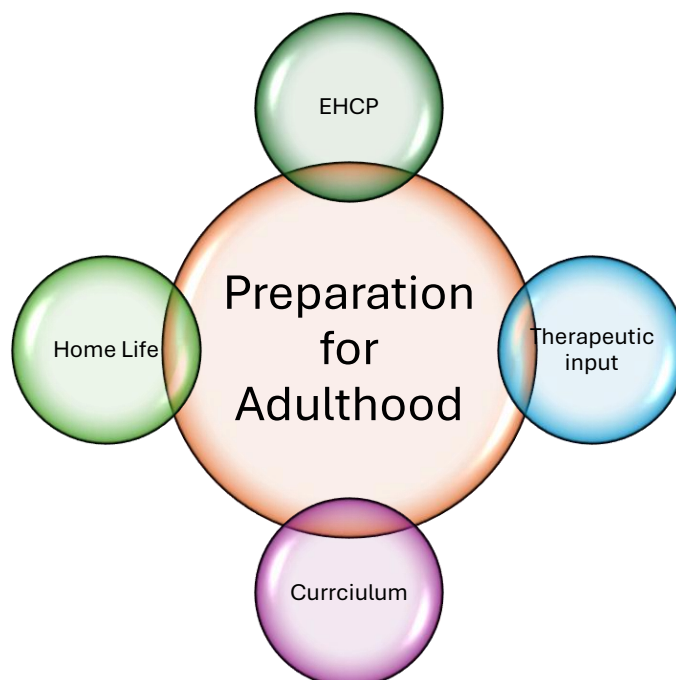
The Kestrel House curriculum is built around our commitment to personalised learning through a blended therapeutic approach encompassing clinical and education. We aim to:

- Develop effective functional communication and interaction skills including 'reading for life' to enable effective communication and safe access to a variety of communication settings and wider learning opportunities.
- Support emotional regulation and self-awareness linked to physical and sensory needs and behaviour for learning.
- Build independence through life skills and functional learning opportunities which includes developing independent living and life skills that will support safe access to a variety of community settings and wider learning opportunities.
- Promote cognitive development and critical thinking which fosters creativity, curiosity, and a love for learning.
- Prepare learners for meaningful participation in their communities to be recognised as active members of society (Preparation for Adulthood)
- Aware of the significance of people, places, events and inventions that have helped to change the world in which they live.

Our curriculum is underpinned by a holistic/collaborative approach to learning that integrates communication, emotional regulation, and social relationships.

3) Implementation

We recognise that each learning journey is unique, and our curriculum provides flexibility to adapt to their evolving needs through a blended therapeutic approach encompassing clinical, home life and education to enable all learners are ready for adulthood.



- Individualised learning opportunities that reflect each learner's strengths, interests, and goals.
- Regular assessment and adjustment to ensure meaningful progress in line with Kestrel House School frameworks and EHCP outcomes.
- Collaborative planning with therapists, families, and support staff to ensure meaningful and functional skills are a priority.
- Use of evidence-based interventions such as AAC, Intensive Interaction, Trauma Informed Practice, AAD (Ask, Accept, Develop) and sensory integration.
- Use of teaching pedagogies to support the delivery of learning and enable staff to adapt learning opportunities to encompass regulation, communication and functional skills development.
- Real-world learning opportunities, including community visits, and experiential learning through continuous provision, carousel activities to include a variety of station and meaning play experiences.
- Preparation for adulthood is promoted through life skills, PSHE, SRE, SMSC, Career and/or work experiences to enable them to develop functional and meaningful life skills.

Our Nest to Flight Curriculum



Determining the delivery for pupils:

Pupils are baselined upon entry to determine developmental stage and cognitive ability linked to Kestrel House curriculum framework using EFL.

EFL Assessment Book flags are used to determine a start point for each pupil.

1. E - Emerging
2. D - Developing
3. S - Secure
4. M - Mastery

4) Impact

Cognition & Learning

Long Term Progress - Progress against long term EHCP outcomes are reviewed as part of the annual review process. These outcomes reflect long term aspirations normally across a key stage and are used to measure progress over time.

Short Term Progress - Long term EHCP outcomes are broken down into short term targets. We recognise that the needs of pupils mean that progress needs to be measured and recorded outside of typical linear means. We therefore measure progress against an identified outcome using indicators that account for 'Not encountered', 'Emerging', 'Developing', 'Secure' and 'Mastery' to give an indication of knowledge and skills acquired over time. These outcomes are reviewed continuously but are reported on termly via the schools' reporting processes. These outcomes are recorded via each learners PLG and Assessment Books on EFL.

Personal Development & Behaviour and Attitudes

Attendance - Many of our learners have come to Kestrel House School having experienced difficulties with attendance in previous settings either because of their complex needs not being met or school refusal. We use improved attendance as an impact measure to highlight improved social and emotional well-being linked to behaviour and attitudes and personal development.

Behaviour - All of our learners have come to Kestrel House School having experienced difficulties with managing their behaviours that challenge in previous settings leading to difficulty in accessing the curriculum. We use a reduction in number of behaviours that challenge alongside increased engagement in learning as an impact measure to highlight improved social and emotional well-being linked to behaviour and attitudes and personal development.

Reporting on Progress

Daily communication– Parents and Carers receive a daily communication through ClassDojo to discuss what their child has done that day including small steps of progress.

Termly Newsletter – Parents and Carers receive a termly newsletter that details what their child's class have been learning about and any specific activities they have completed that term.

Progress Review - Parents, Carers, and other professionals are invited to attend a progress review meeting in person or virtually. A collation of evidence of progress is shared and discussed in relation to the short-term targets for the term.

Annual Review - Parents, Carers, Social Workers and LA are invited to attend an annual review meeting in person or virtually. A collation of evidence of progress is shared and submitted to the local authority along with any recommendations for any amendments to Education, Health and Care Plans.

Policy Name: Curriculum Policy

Date of Last Review: January 2026

Policy Owner: Headteacher

Date of Next Review: January 2027

Date First Issue: May 2025

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incredible futures by empowering vulnerable
children, young people and adults in the UK
to be happy and make their way in the world

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