jigsaw school
INSPIRED BY AUTISM

QUALITY OF EDUCATION POLICY

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1. Purpose

1.1 Jigsaw CABAS® School is an independent day school for autistic children and young adults, aged between 4 and 19 years. All pupils at Jigsaw have an Education, Health and Care Plan (EHCP) which cover a wide range of needs and abilities.

1.2 We offer a structured, evidence-based programme of education based on the principles of behaviour analysis. Each pupil at the school is provided with an individualised curriculum to meet their individual needs.

1.3 The school provides all staff with a framework for the highest quality teaching and learning in order to inspire all pupils to learn and achieve to the best of their ability. Through high quality teaching and learning, the school supports pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a positive contribution to society as adults.

1.4 At Jigsaw School our aim is to provide a broad and balanced curriculum which is relevant and accessible to all of our pupils. Our pupils have a wide range of needs and barriers to learning therefore our curriculum is highly personalised to support each pupil making the best possible progress and prepare them for the next stages of life. Our curriculum aims to:

- Promote a positive attitude towards learning
- Develop pupils' independent learning skills and resilience, to equip them for life beyond Jigsaw
- Develop pupils' functional communication skills to replace behaviours that challenge, support them to make choices, stay safe and communicate effectively
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to apply these in relevant situations
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

2. Definitions

2.1 'The school' means Jigsaw CABAS® School

2.2 ELCAR is an acronym for Early Learner Curriculum and Achievement Record and is the assessment tool used within CABAS schools to assess pupils and to determine the content of their individualised curriculum.

2.3 ILP is an abbreviation of Individualised Learning Plan. Each pupil is provided with an individualised curriculum described in their Individualised Learning Plan.

2.4 TPRA is an abbreviation of Teacher Performance Rate and Accuracy. This is one of the assessment tools used to determine the quality of the teaching.

3. Scope

Legislation & Guidance

3.1 As an independent school we ensure that all Independent School Standards are met including those relating to Part 1 of the schedule referring to Quality of Education.

3.2 Our curriculum incorporates elements of the National Curriculum programmes of study and 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.

3.3 In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3.4 The School recognises that any additional statutory guidance from the current SEND review will need to be incorporated into future revisions of this policy.

4. The Policy - Intent

4.1 The primary objective of the school is to improve the lives of autistic children and young adults through the provision of high quality, accessible, educational, vocational and well-being services.

4.2 We aim to achieve this through our shared values of:

- **Person-centred** - We value each person as an individual, respect their aspirations and commitments in life, and seek to understand their priorities, needs, abilities and limits.
- **Caring** - Caring is being committed to act with compassion, integrity, honesty and high ethics in all situations, to listen with respect to others and to value differences and to enhance the communities where people live and work.
- **Continuous Learning** - We value learning, feedback, coaching and mentoring.
- **Teamwork** - Listening to and respecting each other whilst working together to achieve mutually beneficial results.
- **Integrity** - At all times we act professionally, providing quality service, being reliable and responsible.

4.3 We intend to:

- Provide a personalised curriculum that is engaging and motivating
- Set suitable learning targets that are achievable yet challenging and address each pupil's barriers to learning

- Develop pupils' knowledge, understanding and skills to be as independent as possible in their everyday lives
- Develop pupils' communication and social skills
- Monitor and record progress regularly and consistently to ensure pupils are appropriately challenged
- Create a safe environment where pupils can develop their confidence, self-esteem and achieve their full potential
- Build positive relationships with parents and other professionals to achieve mutual support and consistency across settings

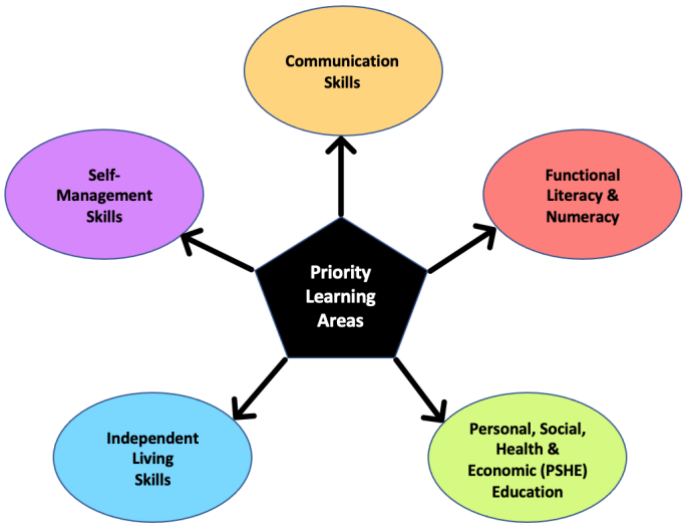
4.4 We organise the curriculum in a way that provides opportunities for appropriate and relevant learning, has meaning for pupils, parents, carers and staff, and uses resources to maximum effect. The planned curriculum places emphasis on the core areas that affect autistic individuals, including:

- Communication skills (focussing on non-verbal as well as verbal skills)
- Independence and life skills
- Thinking and/or behaving flexibly according to the situation
- Social understanding and social behaviour
- Sensory perception and responses

4.5 Significant time is given to priority areas of the curriculum for our pupils. In practice, this means that the overall curriculum is weighted towards communication, functional literacy and numeracy, PSHE and independent living skills.

4.6 Behaviour analysis underpins all of our teaching with a particular focus on improving verbal behaviour (across listening, speaking, reading and writing). A key priority is also the development of each pupil's self-management repertoire.

4.7 In summary, our priority learning areas are as follows:



4.8 We provide a wide range of learning experiences for pupils in each key stage, suitable for their age. We provide opportunities to acquire, develop, practice, apply and extend their skills in a range of contexts across the curriculum.

4.9 We believe that effective learning takes place when young people are personally involved in their learning. Learning is effective when pupils:

- Know what they are aiming to achieve
- Enjoy and are interested in what they are doing
- Can work in a variety of ways as independent learners, in pairs or groups
- Know the criteria for assessing their work and how they can achieve maximum success
- Can transfer learnt skills to other situations (generalisation)
- Are encouraged to ask questions and/or report their findings to others
- Have ambitious targets set appropriate to their ability, that challenge but are not beyond reach
- Feel valued and have their successes (achievements) celebrated
- Are able to work in a secure and attractive learning environment
- Are supported through the identification of skills, concepts, research, vocabulary, technical language needed to complete the task
- Are encouraged to use subject specific vocabulary when developing their knowledge and understanding
- Make decisions about the outcome of their work
- Reflect on the work they have done and are involved in identifying how to improve
- Can test and refine their own ideas

5. Implementation

Class Organisation

5.1 Classes are organised to create the best conditions for effective learning and teaching. Groups are organised according to the pupils' levels of verbal behaviour with classes of pupils at a similar age (where possible). Pupils aged 16-19 are placed in classes in the 6th form provision.

Teaching Approach

5.2 We use the Comprehensive Application to Behaviour Analysis to Schooling (CABAS®) approach at Jigsaw School. CABAS® is a research-driven system-wide approach providing individualised programmes for children with disabilities developed by R. Douglas Greer PhD and colleagues of Teachers College, Columbia University, New York.

5.3 The curriculum is designed to emphasise teaching through positive reinforcement by identifying effective rewards for each individual pupil. There is a focus on creating pupil motivation so that pupils are given the opportunity and encouragement to succeed and to have access to programmes of learning which match their stage of development.

Pupils need to feel secure and comfortable in their learning environment. For that reason, classroom procedures need to be clearly understood and consistently applied.

5.4 Behaviour analysis involves breaking down targets into smaller manageable steps, reinforcing success and using data to determine when to move a target to the next stage. In a CABAS® School, all teaching is broken down into learn units where a clear instruction or presentation of resources is provided, it is clear what the expected response is from the pupil and teachers either reinforce correct responses or model the expected correct response.

5.5 Data are collected on all responses and these data are graphed. Teachers are trained to follow a decision protocol to make decisions about the data (e.g. when a target is met and a new target needs to be written, or when a tactic needs to be implemented to support with learning).

Timetables

5.6 There is a whole school timetable and there are individual class timetables. Timetables ensure the breadth of curriculum is delivered to the pupils. For example, the weekly assembly, scheduled story time/reading time, educational visits, therapy sessions and 10@10 (a physical education activity) are all part of the class timetables.

Planning

5.7 We ensure that teaching at the school involves well planned lessons and effective teaching methods, activities and management of class time and shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are considered in the planning of lessons.

5.8 All pupils receive an individualised curriculum described in their Individual Learning Plans (ILPs). ILPs are informed by the individual needs of pupils, relevant assessment data and information, pupils' prior learning and the school curriculum. Learning objectives are organised by key outcomes and cross-referenced to the CABAS® Early Learner Curriculum and Achievement Record (ELCAR) repertoires, the national curriculum and each pupil's EHCP. The Essential for Living assessment is also used for pupils in Year 7 and above. These data also inform the ILP of pupils in this age range. The completion of learning objectives is monitored closely by class teachers, lead teachers and supervisors. ILPs are reviewed regularly by supervisors and officially updated in line with Annual Reviews or as necessary. They are working documents under constant review.

5.9 Long-term objectives are written for each pupil based on the ILP. Data are collected by class teachers and lead teachers and these data are reviewed regularly and drive the content of short-term objectives.

5.10 Personal, Social, Health and Economic (PSHE) education forms the base of the Topic Curriculum with links to other subject areas including Geography, History, Science, Relationship and Sex Education (RSE), Art and Design & Technology. Each half term there is a theme around which the learning experiences and activities are designed. The Topic Curriculum also incorporates a focus area for Religious Education (RE) with consideration to the Surrey Agreed Syllabus.

5.11 Pupils' have their learning and achievements accredited by completing nationally recognised awards and qualifications. Key Stage 4 and 5 pupils work towards an ASDAN

Award (My Independence) from Year 10 through to Year 14. Key Stage 5 pupils also complete an entry level qualification in Life and Living Skills.

5.12 The school curriculum is described in long-term plans and schemes of work. Individualised curriculum for pupils is written in terms of long-term objectives (LTOs). The scheme of work is appropriate with differentiation by task/resources/outcome so that all pupils can participate and feel valued.

5.13 Long-term plans indicate how content and skills in each key stage, subject and programme of study are covered. The long-term plans show clear links between subjects and build in progression, consolidation and diversification for pupils across all repertoires. These plans can be seen in the following documents:

- Individual Learning Plans (ILPs) & Long-term Objectives in Programme Files
- Topic 3-Year Plan for Key Stages 1-4
- Physical Education (PE) 1-Year rolling plan for Key Stages 1-4
- Food Technology 1-Year rolling plan for Key Stages 1-5
- KS4 & KS5 Curriculum Overview and Planning

5.14 Medium-term plans determine intended outcomes, provide information on teaching activities and resources and identify assessment and recording opportunities. These plans can be seen in the following documents:

- Curriculum file for each pupil (containing an ILP, ELCAR, behaviour guidelines and LTOs)
- Half-termly Topic planning for Key Stages 1-4
- Half-termly PE planning for Key Stages 1-4
- Half-termly Food Technology planning for Key Stages 1-5
- Individual subject planning in relevant classes
- Key Stage 5 half-termly plans

5.15 Short-term plans set out the detailed intentions of teaching and learning in the classroom on a daily basis. These plans can be seen in the following documents:

- Short-term Objectives (STOs) for each pupil as part of their curriculum file
- Daily lesson plans for classes where the pupils are taught in a group and the curriculum content requires it.

Homework

5.16 Homework is provided on parental request. Following a discussion with the pupil's supervisor, homework is provided to consolidate, generalise and reinforce skills, knowledge and understanding developed at school, extend school learning e.g. through reading or research and keep parents and carers informed about the work pupils are doing. Suggestions and recommendations to practice and maintain skills taught at school are incorporated into termly reports for all pupils.

English as an Additional Language (EAL)

5.17 Jigsaw is an inclusive community where linguistic diversity is valued and respected. Jigsaw provides an individualised curriculum and for many pupils, learning the function of communication and identifying effective method of speaking will be prioritised. Individualised curriculum planning will take account of such factors as the pupil's age, length of time in this country, previous educational experiences and skills in other languages. There is careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding. Targeted specialist support will be sought should the additional learning or pastoral needs be identified.

5.18 We are aware of the importance of understanding the cultural background and family circumstances of pupils and young people for whom English is not their first language. We offer additional support for parents and carers such as the use of interpreters and sensitive handling of meetings with external agencies, for example, educational psychologists.

Extra-Curricular Opportunities

5.19 Activities and access to resources that promote learning and the personal and social development of learners are integral to all aspects of daily school life, including break times and lunch times. Pupils participate in either class or small group assemblies each week. The themes of the assemblies are chosen to incorporate various cultural, sporting or religious events and current affairs offering the opportunity to put learning into context and to support the moral, social, cultural and spiritual development of pupils. We actively encourage educational and community visits to link with pupils' curriculum, for pupils to participate in local and wider community life and to support the generalisation and transfer of skills to real life situations.

6. Impact

6.1 We believe that effective teaching takes place when pupils are motivated, when appropriate strategies for managing behaviour are utilised and when the classroom is set up appropriately.

6.2 It is important for effective and diverse resources to be used. Resources need to be clear, unambiguous and reflect the ethnic and cultural differences within the school.

6.3 We believe that effective teaching takes place when the teacher encourages young people to develop some responsibility for their learning. Teaching is effective when:

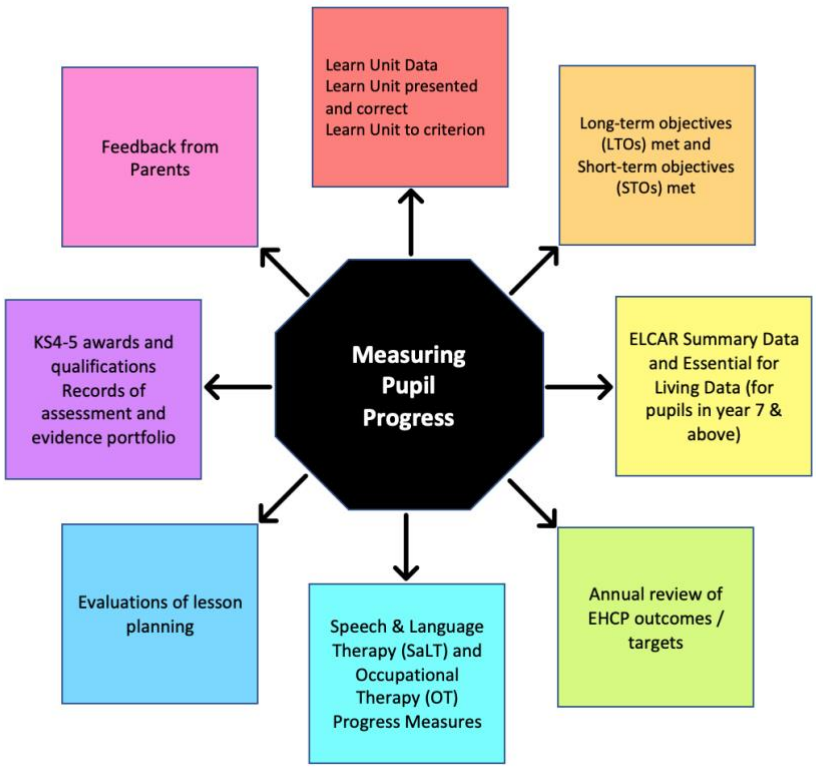
- Teachers have consistently high expectations of all pupils' behaviour and attainment
- There is evidence of learning
- Pupils understand the lesson's aims and objectives, what they should learn, and how these fit in with the scheme of work
- Pupils have opportunities to be proactive and involved
- Clear targets are set for pupils and they receive feedback on the strengths and areas for improvement in their work based on regular and appropriate assessment
- Verifiable progress is being made and pupils are aware of this

- Teachers are well prepared and use a variety of teaching strategies to motivate, create interest and develop a range of skills amongst learners
- Teachers use questioning to challenge and deepen understanding

6.4 A framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress. More specifically, data is summarised in the following reports that contribute to each pupil's record of achievement:

- Annual review of EHCP outcomes/targets
- Weekly Learn Units Presented and Responses Correct data graph
- Weekly Learn Units to Criterion data graph
- Cumulative Short-term (STO) and Long-term (LTO) objectives met
- End of year summary of LTOs met
- ELCAR Summary graphs (and Essential for Living summary graphs for pupils in Year 7 and above)
- Speech and Language and Occupational Therapy reports and progress measures
- Evaluations of planning
- Records of assessment and evidence portfolios for KS4 & 5 awards and qualifications
- Feedback from parents

6.5 In summary, our measurement of pupil progress is as follows:



7. Assessment

7.1 The assessment of pupils' work is an integral part of the process of learning and teaching. It is used to monitor progress and inform future planning.

7.2 Pupils are assessed on entry into school to see what behaviours are present and which require instruction, providing a baseline of pupils' repertoires. This assessment is carried out by an experienced teacher with support from a senior member of staff, to ensure inter-observer agreement. Findings of the assessment is used to inform the individualised learning plan and future targets for each pupil. The School uses the ELCAR and Essential for Living assessments. The Essential for Living assessment is used alongside the ELCAR for pupils in Year 7 and above.

7.3 Effective assessment and record keeping is supported by:

- Diagnostic assessment to identify where learning is failing to take place
- Formative assessment to provide ongoing teacher assessment so that next steps can be planned. This includes:
    - The Learn Unit
    - The Decision Protocol
    - Summary Learn Unit Graphs
    - Evaluations of curricular planning
- Summative assessment to provide a record of what has been achieved:
    - Weekly Learn Units Presented and Responses Correct
    - Weekly Learn Units to Criterion
    - Cumulative Short-term (STO) and Long-term (LTO) objectives met
    - End of year summary of LTOs met
    - ELCAR Summary graphs
    - Essential for Living Summary graphs for pupils in Year 7 and above
    - Annual review of EHCP outcomes/targets
    - Speech and Language and Occupational Therapy progress measures
    - Evaluations of lesson planning
    - Records of assessment and evidence portfolios for KS4 & 5 awards and qualifications

8. Monitoring Arrangements

8.1 Monitoring delivery of the curriculum and pupils' progress is an underlying principle of the CABAS® system.

- The governing body monitor the coverage and quality of our curriculum through: Termly school visits and observations, reports and meetings
- School leaders, Supervisors, Lead Teachers, Teachers and Therapists monitor the way pupils are progressing throughout the school through: Teaching and Learning observations, Teacher Performance Rate and Accuracy (TPRA) observations, Learning Walks, progress reviews, progress towards meeting long and short-term objectives, progress towards EHCP outcomes, decision and learn Unit data and graphs

8.2 The quality of the delivery of the curriculum is monitored using the TPRA teaching observation tool. The TPRA assesses whether learn units are in place and whether they are presented accurately. There is a solid research base behind the use of the learn unit, decision protocol and TPRA (Greer, 2002; Keohane & Greer, 2005; Ross, Singer-Dudek & Greer, 2005; Selinske, Greer & Lodhi, 1991). In summary, research has shown the use of these behaviour analytic tactics leads to increased learning for the pupils

9. Related policies and procedures

9.1 Policies that also support the quality of education provided at Jigsaw School include:

- SMSC development
- PSHE & RSE
- Careers education and guidance
- Learning outside the classroom and educational visits
- Therapy

10. Policy Review

10.1 It is the responsibility of the Headteacher supported by the School Management Team to monitor this policy. This policy will be formally reviewed and updated annually as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.

10.2 This policy was last reviewed in June 2026.

11. Version History

No.	Date	Amendment
1.1	June 2022	New Policy
1.2	Nov 2022	Updated chart at 6.4
2.1	July 2023	Updated purpose and definitions, inserted section at 5.6 re Timetables, updated planning at 5.11, 5.13 and 5.14, clarification at 5.19, extra bullet inserted at 6.2 for resources.
2.2	June 2024	No changes
2.3	June 2025	No changes
3.1	June 2026	Change in section 10, from Director of Education to Headteacher

12. Related Legislation & Guidance

Document	Location

13. Related Internal Documentation

Document	Electronic Copy Location
SMSC	Home page (common drive) / POLICIES / School
PSHE	Home page (common drive) / POLICIES / School
RSE	Home page (common drive) / POLICIES / School
Careers Guidance	Home page (common drive) / POLICIES / School
LOtC and Educational Visits	Home page (common drive) / POLICIES / School
Therapy	Home page (common drive) / POLICIES / School