

Curriculum Intent & Implementation

At JEP, we are **DETERMINED** to support young people to fulfil their potential: we harness individuality to create improved outcomes for all our young people. We seek to address barriers to engagement to maximise equality of opportunity by placing each young person at the heart of everything we do.

Our curriculum is made up of four drivers, which aim to develop our young peoples' character and personal growth. These four areas allow our young people to develop skills in the following areas, ready for reintegration back into a mainstream setting or the wider world beyond IEP.



Our curriculum reflects the diverse nature of the needs of our cohort. We take a person-centred approach to the provision of individualised curriculum packages for each of our young people. We understand that our young people often present initially with one barrier to engagement that does not necessarily match their underlying needs or the root cause for their disengagement. Therefore, we offer flexible learning options that broadly fall into the following three categories:

- Curriculum
- Blended
- MY Future (Enrichment)

CURRICULUM:

Whilst broadly in line with the national curriculum, it provides a personalised approach within a structured curriculum that modifies a mainstream offer. This follows a curriculum which is designed to:

- Provide Mathematics and English as the core of our curriculum offer.
- Provide a flexible approach when teaching the National Curriculum to meet the needs of all our young people.
- Develop and instill an enjoyment for learning through personalised and bespoke subject matters.

BLENDED:

Starting with each young person's specific needs and strengths, the blended pathway combines elements of both our curriculum and MY Future pathways.

MY Future:

JEP Youth Engagement's MY Future pathway is a specialised, non-classroom-based enrichment offer, designed to support young people in reaching their full potential. Through various activities and experiences based around their interests and developmental targets, each young person on the MY Future pathway has the opportunity to develop their skills, confidence and self-esteem throughout each term.

At JEP Youth Engagement, our curriculum is implemented through a carefully designed, flexible, five-year journey that ensures all young people, particularly those with barriers to education, experience a coherent, ambitious, and inclusive education. The curriculum is structured across two key stages (KS3 and KS4) to provide a clear sense of progression, high expectations, and readiness for Post-16 pathways.

We identify and sequence key concepts of learning within each subject area to ensure that knowledge builds cumulatively over time. These concepts are underpinned by well-planned long-term and medium-term plans, with key knowledge clearly identified and revisited regularly. Lessons follow a consistent four-part structure, incorporating retrieval practice, new learning, application, and reflection to embed knowledge into long-term memory. Our lesson structure focuses on the reduction of cognitive overload, with Elklan training and resources being utilised to support speech, language and communication.

Young people in KS4 access NCFE & VTCT vocational qualifications alongside core academic subjects including English and Maths. These qualifications are chosen for their relevance, accessibility, and ability to re-engage students with learning while opening future opportunities. A blended curriculum model combines face-to-face delivery with digital platforms to increase flexibility and engagement.

Blended Model (Year 7 - 11)		
Foundation	Development	Application
Year 7-9	Year 8-10	Year 10-11

Our approach is grounded in Quality First Teaching, with personalised instruction, high staff-to-young person ratios, and trauma-informed strategies to ensure full accessibility for young people with SEND, SEMH needs, and EHCPs. Learning environments are structured to be inclusive, emotionally safe, and responsive to individual needs.

We utilise a wide range of assessment methods to monitor progress and inform teaching. All young people complete subject-specific baselines and, where needed, assessments such as TALC 2 to gauge abstract language comprehension. This enables staff to adapt delivery based on a young person's communication profiles and cognitive needs.

Formative assessment is continuous and embedded into all lessons, essential for our setting due to the varied entry and exit points of young people. Summative assessment is used at defined intervals across the year to track progress, identify gaps, and inform intervention planning. These data points also guide our ongoing curriculum refinement and staff development.

Our CPD programme is responsive to the needs of our young person's, shaped by internal assessment data, staff feedback, and young person's profiles. Training focuses on areas such as trauma-informed pedagogy, supporting EHCP targets, adaptive teaching, and SEMH-specific strategies. This ensures staff remain skilled and confident in delivering an inclusive, high-quality curriculum.



Throughout the implementation process, we maintain close liaison with host schools, external professionals, and families to ensure alignment, continuity, and shared responsibility for young person's success. Every young person is supported to re-engage with education, make sustained progress, and move confidently into positive Post-16 destinations.

Through our implementation, our young people will achieve deeper knowledge through memory and practice.