



MacIntyre Academies, Endeavour Academy
Oxford

Curriculum Framework
September 2015

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Introduction

Endeavour Academy caters for up to 25 secondary aged young people aged between 8 years and 19 years who have:

A diagnosis of Autism;
Severe Learning Difficulties (SLD);
Complex needs which will impact on their future adult life.

The educational needs of these young people are complex and wide ranging, and so specialist educational provision at the school is designed to reflect this diversity and provide:

- Individually tailored access to the development of key academic skills, independence and wellbeing whilst recognising that young people will have barriers to their development in these areas;
- Generic entitlement to a broad, enriched and appropriately balanced National Curriculum;
- Individually tailored access to national accredited learning at all stages of their secondary education;
- Access to therapeutic programmes which will develop their ability to be included in the school and wider community and maximise their potential to lead purposeful lives.

This document aims to summarise the manner in which the school will organise;

- The whole curriculum
- Accredited Learning and transition to Adulthood
- Assessment and Recording Achievement
- Reporting and Performance Data
- Target setting for young people's performance

Our Purpose, Values and Aims

Purpose;

To enable all our children and young people to achieve their full potential; ensuring that they are never left behind.

Personalised learning is at our core with an open and flexible focus on solutions which will enable the young people at the school to become active members of their local community, develop in the key areas of social communication, life and independence skills and wellbeing whilst understanding how a diagnosis of Autism, complex need or disability will affect a child in all aspects of their learning.

We recognise our children and young people for their strengths, and work with them to grow their ambitions, to achieve their aspirations, and to develop positive attitudes towards others.

At the Endeavour Academy a balanced view of opposing political views is presented and we ensure that all teaching and learning promotes a non-partisan overview of religion and political views. This applies equally to extra-curricular activities on and offsite and throughout a child or young person's attendance at Endeavour Academy, including extended day and residential support provided.

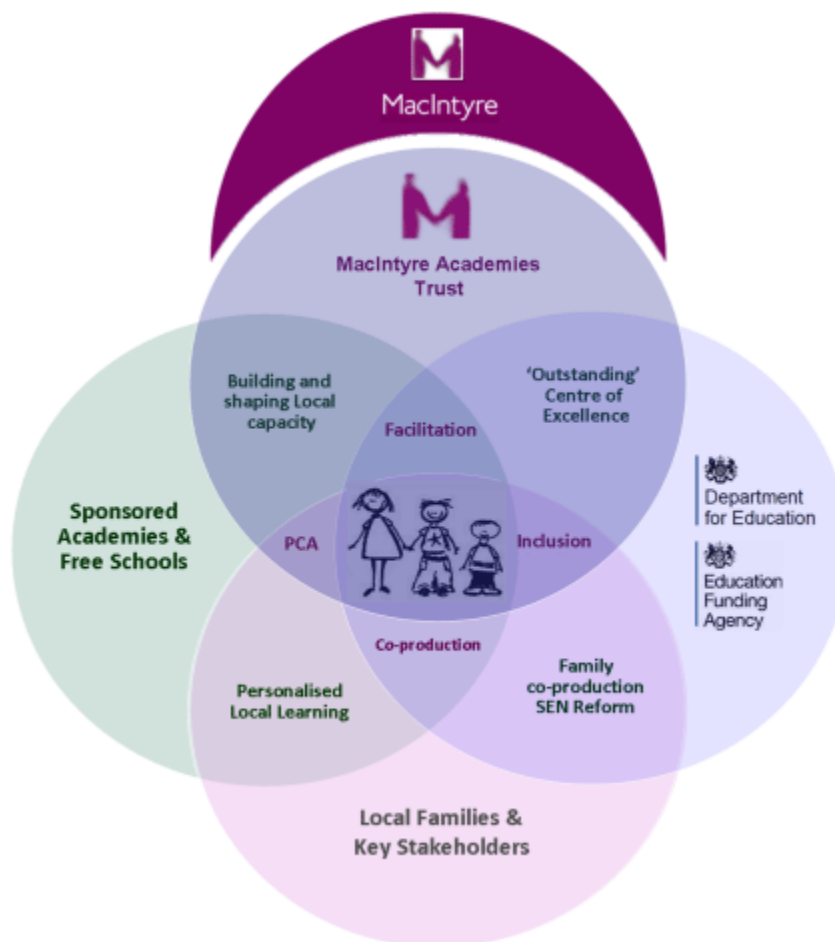
Our curriculum:

- reflects and celebrates the major world faiths and communities
- teaches knowledge of the UK, public institutions and services in England
- increases knowledge of the world
- increases awareness and tolerance of differences
- will not promote partisan political views in the teaching of any subject
- teaches right and wrong and the references to the law of the country
- uses resources which support the teaching aims to reflect the diverse population of the school
- has a strong emphasis placed upon PSHE with life skills and sense of community being taught throughout all curriculum areas
- Shows young people will be a part of their local community which embraces diversity and ethnicity

The academy also understands the need to promote British values as outlined below;

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

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Values and Aims;

We will value and respect each child and young person as a unique individual; recognise their strengths, raise their ambitions and aspirations, encourage them to develop their interests and abilities, and help them develop and demonstrate positive attitudes towards others.

To achieve this, we will ensure that the curriculum which is developed for each young person is flexible in its approach, and will change along with the needs of the young people as they progress through the school.

Autism Methodology

Unlike many ASC specific schools, we do not adopt a particular autism methodology, but start by asking what successful learning looks like for each child, expertly listen to the issues, barriers, and aspirations and create individual pathways that make use of a wide range of autism specific strategies to find a solution that works for that individual.

This approach, in addition to reflecting our fundamental commitment to child centered thinking, is our driver for innovation.

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Teaching and Learning

Skills will be taught in the context of practical, real-life situations wherever possible to support children and young people to develop skills they can transfer from one situation to another, and an understanding that they can sustain over time.

Our highly skilled and flexible workforce will have an in-depth understanding and experience of interpreting the National Curriculum at all attainment levels. They will also be designing bespoke educational and social solutions for children and young people who require specialist support strategies to achieve outstanding outcomes.

Inspiration, engagement and motivation

Children and young people who attend our academy can expect to achieve improved outcomes as a direct result of our commitment to inspiring and engaging our children and young people throughout the school day.

Personalised learning pathways will be underpinned by a flexible approach to education that ensures we adjust provision, find solutions and respond creatively when a child/young person's needs change.

Communication and social interaction

The academy will provide a highly structured adapted environment. This is designed to prevent children and young people with particular difficulties with communication, social interaction, the ability to think flexibly, and specific issues that arise from environments that may affect their sensory perception from becoming too stressed to learn if overloaded with information and faced with choices and change.

Every child and young person will have enhanced opportunities to follow programmes that focus on their development of functional communication and social skills, all of which will be delivered discretely and embedded throughout the general curriculum.

Therapeutic input

A multidisciplinary approach will be taken in all aspects of planning and delivery to ensure that expertise from key professions such as occupational therapy and speech and language therapy is utilised for greatest impact for each child and young person, and the wider academy.

Therapeutic interventions are rigorously monitored and evaluated for each child to show the learning development across time.

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Linked Ways of Working

We believe that the best possible outcomes for children and young people can be achieved when all those involved with their care and support are working together for a shared and common goal. As a result, we will ensure that families and wider support networks for the child or young person are involved in every aspect of their education, future planning and support. This will ensure that the child or young person is also listened to, and that their views and aspirations are adhered to when planning ahead for the future.

The workforce of the academy will be highly trained, and teams working across the education and residential departments will share all knowledge and information about the child or young person to provide consistency in all areas.

The Curriculum Framework

The National Curriculum for England (September 2013, revised July 2014) states that 'the National curriculum is just one element in the education of every child. There is time and space in the school day....to range beyond the national curriculum specifications to promote the development of pupil's knowledge, understanding and skills as part of the wider school curriculum.'

The curriculum developed for the children and young people attending the Academy will aim to do just that; to ensure that the health, wellbeing and social inclusion needs are met, monitored and developed as thoroughly as the academic and life skills needed to lead a purposeful life.

The curriculum will base emphasis on overcoming or minimising barriers to learning and well-being that are posed by different disabilities.

As a result, the key programmes of study in the National Curriculum for Key Stages 2, 3 and 4 will be adhered to whilst highly differentiated to ensure that all development of learning is clearly linked to the 'Functional skills' of a particular subject area, and enabling those who are teaching it to be creative in their approach. We aim for children and young people to use all their learning in a functional way, and to remind those involved in any element of teaching to ask four key questions before involving a young person in any task or activity;

- What are we asking them to do?
- Why are we asking them to do it?
- What will the outcome be for the *young person*?
- How will it help them to develop further?

Should any of the answers to these questions not directly relate to the child or young person, or impact on their ability to be independent, learn the stages of a new skill or be transferrable to another environment or situation then the task should be readdressed.

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Children and young people will be based in Year Group classes of Key Stage 2, 3, and 4 will follow individual programmes of study which encapsulate the main aims of the National Curriculum (differentiated appropriately to need), their emotional and social developmental level, accredited programmes of study provided through ASDAN and AQA and Individual Education Plans which address the learning, sensory and behaviour needs of each child and young person.

A 'rolling programme' will be developed which represents the number of years a young person will be in each key stage and how the full syllabus of intended subject coverage will be delivered during the course of a young person's time at the school.

An emphasis will be based on the development of work related learning at all key stages, and at Key Stage 4 and 5 will be accredited through work placement programmes for all young people.

The basic curriculum aims to do this by addressing the needs of the following areas:

Communication, Language and Literacy

All children and young people at the Academy will have a developed communication system which is individual to their level of understanding, and enables them to make valid and informed choices.

Communication and Language Skills	Literacy
<p>Communication Skills can encompass two key areas – ways of communicating (verbal speech, use of signs and symbols, gestures and vocalisations), and reasons for communicating (to indicate a need or a want, to seek attention, make a choice or engage with another).</p> <p>Early Communication Skills will be developed separately.</p> <p>Language Skills focus on the functional development of language, and ways of understanding and expressing through methods of communication – signing, symbols and communication systems.</p> <p>The use of PECS (Picture Exchange Communication System) and visual timetables incorporating photos picture</p>	<p>Literacy Skills will enable those young people who have developed the pre-requisites to learning communication and language skills to develop the ability to read, write and extend their vocabularies.</p> <p>The functional use of literacy skills will enable children and young people to develop a social use of recognising signs and symbols, communicating needs and wishes and engaging in more communication with a wider range of others.</p> <p>The development of phonics and the use of reading schemes will be introduced on an individual basis to young people.</p>

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and object symbols will be introduced and developed on an individual basis to young people.	
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Intellectual and Reasoning Skills – Thinking and Learning

The children and young people attending the academy will be working within the P Scales – a set of descriptive levels for those working below National Curriculum Level 1 – and the early National Curriculum Levels. As a result, the prerequisites for learning, and preparing for learning are a vitally important area in which young people's development can be seen and monitored. These are described as Intellectual and Reasoning Skills – Thinking and Learning within the Curriculum Framework, and emphasis placed on them alongside the development of academic skills.

Early Stimulation <ul style="list-style-type: none"> • Sight • Hearing • Touch • Taste/Smell • Fine Movements 	Play <ul style="list-style-type: none"> • Exploratory Play • Solitary Play • Social Play with an adult • Social Play with a peer • Group Play • Imaginative Play 	Early Reasoning Skills <ul style="list-style-type: none"> • Search Strategies • Cause and Effect • Environmental Controls 	Visual Perception <ul style="list-style-type: none"> • Colour • Spatial • Shape and size • 2D and 3D
Early Learning Responses		Conceptual and Reasoning Skills <ul style="list-style-type: none"> • Categorising • Sequencing • Memory and Recall 	Auditory Discrimination Tactile Fine Motor Skills

A number of the sections outlined above are key cross curricular themes which can be developed alongside subject areas and thematic approaches which will characterise the learning within Key Stages 2, 3 and 4.

Numeracy

The development of key skills in numeracy plays a big part in the increased independence and application to life skills for those young people attending Endeavour Academy. The integration of Numeracy into everyday life and society means that young people will need the key skills which Numeracy gives them to enable them to function within the society in which we live.

This key area of numeracy is encompassed by Using and Applying Mathematics.

Cross curricular themes can also be clearly seen within the subjects covered by Numeracy. Real life and functional learning are an ideal place in which to practice key mathematical concepts, and where these skills will be directly used.

Key areas covered:

Numbers and the Number System			
Money	Time	Geometry (Shape, Space) and Measurement	Calculations Statistics

Personal, Social, Health and Economic Education

The development of key skills in Personal, Social, Health and Economic Education are a fundamental part of all learning for those children and young people attending Endeavour Academy.

Development, planning for and assessing progress seen is one of the main areas which the workforce in both the education and residential departments will work collaboratively to ensure all learning is complimented in both settings and that young people make advances with regard to their emotional health and wellbeing from whichever starting point they have.

Sex and Relationships Education forms one of the largest parts of the curriculum in this area – the school and residential departments will work jointly to address individual concerns, and devise bespoke programmes for young people with regard to development in this area.

Accreditation in the form of AQA modules and ASDAN Preparatory Programmes at all Key Stages will supplement this learning, and provide a basis for individual planning alongside the multi-disciplinary team of the Academy (Occupational Therapist, Speech and Language Therapist, School Nurse).

Key areas covered:

Personal Care Skills Dressing Toileting Feeding Personal Hygiene Appearance	Citizenship Using the Community Being part of the local community Behaviour Interpersonal Care Skills Self Advocacy British values and law	Economic Understanding Using and handling money Budgets Shopping and real life use of money
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Keeping Healthy and Safe Healthy Living Food and Eating Exercise and Diet Personal Safety Safe Environments	Work Related Learning Occupations Work Related Skills Work Related Experiences Transitions	Sex and Relationship Education Knowing your own body and a sense of self Gender Puberty and Changing Public and Private Sex, Conception and Pregnancy Keeping Safe Emotional Understanding and Relationships
Independence Looking after my belongings My home	Travel Using Public Transport Travel to new places Using the local community facilities	

Physical Education

The development of physical activities, interest in physical activities and opportunities for engaging in a breadth of physical exercise has two meanings for the young people being supported at Endeavour Academy.

We believe that the sensory regulation needs of each individual means that those young people with Autism and other learning difficulties require a higher level of more frequent opportunities for physical exercise which enables them to be ready to learn and focus on more academic skills, and opportunities to learn within the school environment.

As such, the range of physical activities available and the frequency of these for young people is as individualised as can be, whilst still enabling structured sessions within the school curriculum.

Programmes for Sensory Integration will be developed with the Occupational Therapist, and will supplement the range of physical activities on offer to enable young people to have their exercise and sensory needs catered for in all ways.

Fine and Gross Motor skill development will also be addressed in this area. Key skills covered are:

Fine and Gross Motor Skill Development		
Developing Movement Patterns		
Games	Swimming	Gymnastic Activities and Dance
Athletics	Using Community Facilities	Outdoor and Adventurous Activities

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Creative

Creative Arts is the term used to describe a number of curriculum areas which when joined together enable young people to develop alternative ways and means in which to express their emotions, feelings and thoughts in a way which may differ from conventional communication methods.

The areas covered are:

Art Artists and Cultures Texture, Colour, Shapes and Patterns Media and Techniques	Music Listening Composing Performing
Foreign Languages Sounds Cultures Countries Vocabulary	Drama Process Performance

The delivery of Creative Arts will vary in content and regularity, in line with the young people's interests and developments. As the topic covers a number of subjects, a rolling programme of coverage will be developed across each year within each Key Stage, to enable breadth of coverage and the ability to link to overall themes being covered within a Key Stage at any one point within the year.

The practical arrangements for covering areas such as Foreign Languages may mean that themed weeks and special days are planned for to enable young people to engage in a topic outside of the normal curriculum plan followed. Links to individual learning plans will also be used to enable learning to continue in this area.

All Creative Arts will be followed at Key Stage 2 and 3 only. At Key Stage 4, young people will have the opportunity to engage in themed 'weeks' covering the topics outlined and individual sessions linked to the theme for each school term.

Humanities

Humanities is the term used to describe the curriculum areas of History and Geography which when joined together enable young people to learn about the world around them in more detail. The process for learning about History and Geography means that young people are developing use of their enquiry and thinking skills, and the titles of Geography and History (and relevant subject matter) are vehicles in which to practice, develop and use the skills learnt in a different context for those young people who find the transference of skills difficult.

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All Humanities will be followed at Key Stage 2 and 3 only. At Key Stage 4, young people will have the opportunity to engage in themed 'weeks' covering the topics outlined and individual sessions linked to the theme for each school term.

The areas covered are:

History People and Events Themes Skills and Interpretation	Geography People and Places Themes Skills and Enquiry
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Technology and Computing

The importance of Technologies and Computing in our society is ever increasing; as a result the exposure to computers, the internet and ways of making things happen and how they work/can work has also increased for the young people attending the academy.

Young people's understanding of Computers and Technology means that it is an exciting vehicle within which to develop underlying principles of; work related learning, means of communicating and accessing other people, being sociable and involved in experiences with others, finding out information and understanding more of the world around them.

Use of computers and information technology for leisure can mean that difficulties are encountered when transferring this method to a learning emphasis; at Endeavour Academy we believe this to not be the case – interests are ways of accessing young people's thoughts and imaginations and allow a way to develop skills and competencies without realising these are being developed!

Physical technology also has an important part to play in work related learning for young people, and the ability to develop practical skills of learning a new skill which could transfer into a job or role in a local community to help others.

Developing such skills to enable young people to be part of a project or role can also help to develop emotional wellbeing, a sense of belonging and participation.

The areas covered are:

Design Technology			
Developing, Planning and Communicating Ideas	Finding Things Out	Evaluating Processes and Products	Exchanging and Sharing Information

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Computing			
Making Things Happen	Finding Things Out	Create, Review and Modify Work	Exchanging and Sharing Information

All strands of the above can be linked to two key questions;
Means of Using
Reasons for Using

One key area of the programme for Design Technology is Food Preparation and Cooking – how young people learn the complete process from choosing a meal, obtaining ingredients, preparing a meal and eating is one of the fundamental processes developed for all young people.

The residential provision and school provide an opportunity for cooking and food preparation sessions within situations which are meaningful and transferrable for all young people.

Design Technology will be followed at Key Stage 2 and 3 only. At Key Stage 4, young people will have the opportunity to engage in themed 'weeks' covering the topics outlined and individual sessions linked to the theme for each school term.

Computing will be followed at Key Stage 2, 3 and 4.

Science

The process for learning about Science means that young people are developing use of their enquiry and investigation skills, and the title of Science is a vehicle in which to practice, develop and use the skills learnt in a different context for those young people who find the transference of skills difficult.

The methods by which to teach Science, and is associated modules also enable the young people to develop their skills in using their senses and enabling development in areas of sensory loss should this be an area of development for an individual.

The teaching of science can be linked to real life situations for all young people, at whichever academic and cognitive developmental stage they are starting from.

The Endeavour Academy will aim to make all scientific enquiry practical, and to use the environment and local area as a rich source of context for young people to learn and practice key skills in enquiry and investigation.

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The areas covered are:

Life Processes and Living Things	Materials and their Properties	Physical Processes
Humans and other animals	Recognising Materials	Light and Sound
Living things and their environments	Changing Materials	Electricity
Life Processes	Grouping Materials	Forces and Motion
Green Plants		The Earth
Classification and Variation		

Religious Education

Religious Education aims to develop the understanding young people have of different cultures and the diverse communities in which they live. For those young people attending Endeavour Academy, the local context within which religion can be associated makes the understanding of this diversity more meaningful.

Religious education also serves to compliment other curriculum areas, such as Personal, Social, Health and Economic education and develop young people's sense of belonging and community.

Endeavour Academy is a non-denominational school, and as such has adopted the Oxfordshire Agreed Syllabus for Religious Education. Provision is made within the Syllabus to thematically teach the main areas of learning from Religious Education, and as such young people across Key Stages 2, 3 and 4 will be exposed to identified days or periods of time on a regular (termly or half termly basis) to engage in activities which promote these themes.

Key Stage 5

At Key Stage 5 (Post 16), the development of the curriculum for young people is different from the experience they will have had in the lower Key Stages of the school. This is very purposeful, as we recognise that to make decisions and choices about their future adult life is a key element of the education for young people.

All those in Key Stage 5 will be offered a tailored programme of skills development that focuses on their further educational aspirations and work experience opportunities whilst addressing their social and emotional needs at a Curriculum Framework revised September 2015

significant time of change when they may be finding it extremely difficult to conceptualise or plan for their future.

With this in mind, the key elements of the curriculum can be outlined as;

Life Skills	<p>Development of Functional Communication and Numeracy skills which build on prior learning.</p> <p>Ensuring Communication Systems and access to development of Computing skills are fundamental to accessing the wider community and a social circle.</p> <p>Taking responsibility for being independent where this is possible.</p>
Personal Skills	<p>Having a sense of a healthy diet, and access to exercise.</p> <p>Being responsible for appearance, having skills to be independent around washing, dressing and personal hygiene.</p> <p>Building and maintaining appropriate relationships.</p> <p>Having a personal identity and sense of belonging.</p> <p>Being safe and knowing risks.</p>
Work Related Learning	<p>Work Experience Opportunities.</p> <p>Learning Vocational Skills.</p> <p>Work Related Skills development.</p> <p>Developing Enterprise.</p>

Individual Education Plan	Access to individualised targets to develop; <ul style="list-style-type: none"> • Sensory Processing Needs • Behaviour Management strategies • Emotional Health and Wellbeing • Thinking and Learning Skills • Communication
Accreditation	ASDAN Towards Independence modules AQA individual modules linked to areas of learning and development
Transition Planning	Being involved with the longer term planning for where I live, who I live with and how I access what I need and what I want. Having an understanding of local services for support in adult life Being responsible for developing the skills to be independent. Making Choices.

Opportunities for all elements of learning are developed with support from the young person themselves, their families and other interested parties.

Developing a sense of the young person's aspirations and needs informs the process to transition out of the academy at age 19, and into an adult environment where the young person can transfer the skills they have gained.

Accredited Learning

At all stages of the young person's education within Endeavour Academy, there is an opportunity for accredited learning to take place. The school and residential departments will work together, alongside parents and families to enable the young people to work towards a series of practical accreditations which focus on the collection of a work based portfolio of evidence, which young people can contribute directly to if able, or allow those supporting them to collect and accredit evidence of skills on their behalf.

ASDAN

The school will use the recognised schemes provided by ASDAN Education at Key Stages 3, 4 and 5, and these programmes will complement the main curriculum framework, as well as the flexible approach taken to monitoring and developing personal skills, social skills and behaviour management strategies.

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Three of the programmes of study which will be followed are aimed at Entry level children and young people (working between P Levels 1-8 and early National Curriculum Levels) but can be used for children and young people of any age should it meet their learning needs.

Children and young people can work on the Preparatory Programmes for as long as they need to, although a structure of progression between each Key Stage will be established to allow for natural progression with age.

Agreed Programmes of study within ASDAN for young people		Optional Programmes of Study for young people working at Key Stage 4 and above	
New Horizons	Towards Independence	Transition Challenge	Workright
Key Stage 3/4	Key Stage 4/5	Key Stage 4	Key Stage 4 and 5
Guidelines - Aged between 9 and 13 years of age.	Guidelines - Aged 16 and above.	Aged between 14 and 16 years of age.	Aged 14 and above for those involved in work.
<p>An activity-based curriculum resource designed to support the delivery of PSHE, Citizenship and Careers Education.</p> <p>There are five modules:</p> <ul style="list-style-type: none"> Personal Social Health Citizenship Relationship <p>Each module has a Personal Skills section to encourage learners to identify specific, module-based things that they are good at, and a My Challenge section, in which the learner can select something new to try.</p>	<p>A life skills curriculum through which personal, social and independence skills can be developed and accredited.</p> <p>The modules can be grouped under the following broad headings;</p> <ul style="list-style-type: none"> • Creativity • Independent Living Skills • Personal Development/Citizenship • Culture • Leisure, Recreation and Sport • Work-Related • Communication • Numeracy <p>The first module, Starting Out is mandatory and can be used to help young people recognise their achievements and identify learning targets and challenges which can then be</p>	<p>A life skills curriculum relating to key Stage 4 National Curriculum Subjects.</p> <p>The following activity areas can be incorporated;</p> <ul style="list-style-type: none"> • English • Math • Science • Design Technology • MFL • ICT • RE • Citizenship • Community • Expressive Arts • Family/Home • Recreation • Sports and Leisure • Work-Related <p>The young person's book is divided into five sections;</p> <ul style="list-style-type: none"> • Knowing How • Making Choices • Feeling Good • Moving Forward • Taking the Lead 	<p>A framework through which basic, transferable employability skills can be moderated.</p> <p>The young person must provide the evidence whilst on a work based programme e.g. work experience, work shadowing, enterprise activity etc.</p> <p>Four Units:</p> <ul style="list-style-type: none"> • Health and Safety at Work • Responsibilities in the workplace • Working with Others • You at Work

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	developed through specific modules.		
Assessment is conducted either internally or externally and a portfolio of evidence alongside a completed booklet is used.	Assessment is conducted externally and a portfolio of evidence alongside a completed booklet is used.	Assessment is conducted externally and a portfolio of evidence alongside a completed booklet is used.	Assessment is conducted externally and a portfolio of evidence alongside a completed booklet is used.

AQA – Unit Award Scheme

The school will use the recognised schemes provided by AQA at Key Stages 3, 4 and 5 through the Unit Award Scheme. This is a unique recording of achievement scheme, rather than a qualification. It offers everyone the opportunity to have their achievements formally recognised – no matter what this is, how old they are, how long it takes or how small the learning step may be.

The Unit Award Scheme is one of the programmes which AQA run across the country. It is completely flexible in terms of what, when and how learning can be accredited and rewards achievement which otherwise might go unrecognised.

Endeavour Academy has a trained Coordinator for AQA, who supports teachers and higher level teaching assistants to choose appropriate Units to complement their learning. AQA has over 10,000 individual units written from Pre-Entry to Level Three to choose from. Young people at Endeavour Academy will submit units at Pre-Entry and Entry level for accreditation. Each unit clearly sets out what the young person has to do, the evidence needed and how this is assessed which builds up a portfolio of evidence.

The trained coordinator collects together the evidence and checks this is complete. An assessor from AQA monitors the assessment procedure and evidence and each time a unit is achieved a Unit Award Statement is issued. This shows the outcomes achieved by the young person but does not assign an overall level.

The trained coordinator for Endeavour Academy also completes a suggested list of units for each termly theme for each key stage, giving teachers and young people a 'menu' of courses to choose from.

These programmes will complement the main curriculum framework, as well as the flexible approach taken to monitoring and developing personal skills, social skills and behaviour management strategies.

Transition to Adulthood

The development of the skills a young person needs when moving into adulthood are a key part of the curriculum for Endeavour Academy. The workforce supporting young people in both the educational and residential settings will ensure a continuation of the key individual targets for everyone, including the ability to develop independence and social skills within a meaningful context.

Key documents such as Curriculum Long Term Plans, Thematic approaches for each term and the young people's Individual Education Plans, Communication Profiles and Behaviour Support Plans will be shared between the school and residential home and all staff trained to evaluate and develop further learning steps for individuals in each setting.

Planning for the transition into Adulthood is coordinated by the Head of Key Stages and staff team working in Post 16 who will support young people and their families in Key Stage 5 to make decisions and choices about their future adult life. Young people will be offered a tailored program of skills development that focuses on their further educational aspirations and work experience opportunities whilst addressing their social and emotional needs at a significant time of change when they may be finding it extremely difficult to conceptualise or plan for their future.

Young people will be supported to understand the range of public institutions and services that may be available to them as they become an adult citizen.

This strong advice and guidance programme will support young people in building records of achievement, accreditations and application/selection processes for their chosen fields of further study or work and to support them to choose the most appropriate pathway to their skills and needs.

Enrichment and Extended Curriculum

The Enrichment Curriculum is a fundamental part of the learning experience for all children and young people. It enables them to personalise their curriculum journey and pursue their passions, interests and talents in a wider context.

All staff will be involved in enrichment activities and other staff drawn from the local community, parents/carers, as well as local and national organisations.

Children and young people's experiences in the classroom are further extended to provide valuable opportunities for learning through enjoyment with the introduction of a range of clubs, educational visits, and expeditions organised throughout the school year.

Various educational visits will also enrich the curriculum further and to build on work undertaken in the classroom. These may include trips to local farms

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museums, galleries, historical sites, theatres and concerts and are tailored to meet each young person's individual needs.

Children and young people benefit enormously from these valuable opportunities as they learn through enjoyment while gaining independence. The opportunity to use evidence observed of young people's progress towards their ASDAN and AQA accreditation programmes will also be utilised.

Children and young people will have access to an extended school day during the week with the opportunity to take part in an enrichment curriculum of after school activities. Extended days will also support families to meet their workday or personal commitments. In recognition of the needs of parents outside of term time, the school's extended curriculum will provide opportunities for families to purchase flexible programmes of structured school holiday activities for all ages, abilities and interests.

Individual Approaches and Recording Achievements

The needs of the young people being supported at Endeavour Academy would determine that individualised programmes of teaching are needed to develop their ability to access learning in a variety of environments and situations.

The young people's starting points and the rate at which they progress is also highly individual. As a result the benefit of having Individual Education Plans for each young person would ensure that the skills needed to regulate emotions, behaviours, have a sense of wellbeing and respond to others in a social context were being planned for and evaluated as rigorously as the academic content of the curriculum.

The need for young people's Individual Education Plans to be shared with the residential teams on site, families and carers would also mean a consistent approach to the support given to that young person as any time.

Individual Education Plans would cover the following key areas for young people:

- Communication Skills (Receptive and Expressive)
- Intellectual and Learning Skills (thinking and be able to learn)
- Independence (personal care, social experiences and ability to be independent in situations)
- Sensory Processing (Emotional, Sensory Regulation, Behaviour, Wellbeing)
- Social Skills (Interactions, Relationships and Social Understanding)
- SRE (Sex and Relationships awareness)

Individual Education Plans are written and evaluated three times per year, and an larger yearly target is set in the Autumn Term (October). This is worked towards, and progress at each review stage is given to show the overall progress within the set target by July of the following year.

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Supplementary information available for each young person will detail their needs and current learning, as well as progression pathways to ensure that young people's access to their education is being developed. Such information which is also open to parents and families could be;

- Critical Communication Profiles
- Occupational Therapy Programmes, including details of sensory diets
- Personal Care routines
- Placement Plan (for those young people living residentially in Endeavour House)

Using a process of Task Analysis for key targets (breaking down steps needed to be successful at a task) and monitoring each step as it is achieved, also helps to individualise the programmes needed for young people. The programmes will record the child or young person's response, and how much support or prompting was needed to complete each step of the task. The recording helps to show the daily progress for each target, as this would be the frequency at which the targets were being worked on with the child or young person.

A simple coding system would be used to note whether the child or young person needed a physical prompt, a verbal prompt or whether they could complete all the steps needed unaided.

Having such a standardised system facilitates consistency given that different adults may be teaching the programme.

The coding system would include a strand of recording – to note the need for prompts and which form these would take. Example of the coding is given below.

Strand – Prompting Level
<p>X - No response/cooperation (This means the child did not attempt the objective not he tried and failed)</p> <p>PP – Physical prompting was needed</p> <p>GP – Gestural prompting was needed</p> <p>SP – Signing prompt was needed</p> <p>VP – Verbal Prompting was needed</p> <p>NP – No prompting was needed, and the child or young person completed the task unaided.</p>

Coding systems are used by teachers to record evidence and annotate work for young people, and are also used within other assessments to monitor children and young people's progress such as AFLS (Assessment of Functional Living Skills).

Assessment

The aim is for every young person to achieve his/her own potential. By assessing, monitoring and evaluating the work we do as an integral part of planning and delivering the curriculum, we are ensuring that we achieve this aim. However the assessment process must not detract from valuable teaching time. If assessment is an integral part of the teaching process, students are experiencing a teaching and learning environment in which they are able to achieve a potential that is under constant review.

In our assessment procedures we recognise the individuality of all students, taking a positive view and recognising that praise and success are great motivators in the learning process.

Types of assessment

Formative assessment enables the positive achievement of young people to be recognised and informs decisions taken about the next appropriate stage of learning.

Diagnostic assessment enables learning difficulties to be scrutinised and classified so that appropriate support or strategies can be provided.

Summative assessment records the overall achievement of the young person in an orderly way. This would finally be represented in an annual report to parents/carers and others who may be involved in the young person's life.

Evaluative assessment is the means by which some school work can be measured and reported on, allowing teachers to evaluate the effectiveness of teaching methods and schemes.

Please see Assessment, Recording and Reporting Policy for more detailed information.

Reporting and Performance Data

Reporting progress and achievement for young people is an integral part of the learning journey for all. Achievements are recognised and celebrated at each stage of development and progress for young people and the reporting of this is given to the following key groups of people;

- Parents/Carers/Families – through Annual Review meeting, teacher meetings and written reports once a year for academic progress.
- Social Workers and those involved professionally with the young people through the same methods as outlined above.
- Local Education Authority.
- Ofsted.

Tracking of Progress enables a clear indication to be seen of the steps young people are making. We understand that progress for young people attending the

Endeavour Academy may be linear at times, and in line with emotional health and wellbeing.

Assessment and reporting for children and young people can be found in the following areas;

- BSquared assessment of P Level and National Curriculum level progress
- AFLS (Assessment of Functional Living Skills)
- Individual Education Plan Targets and progress
- Vinelands Adaptive Behaviour Scale
- Sensory and Occupational Therapy Assessments completed by the Occupational Therapist
- GAS (Goal Attainment Scale) assessments in behaviours
- Evaluation of interventions for young people through Pupil Premium

Timetabling and Monitoring the Curriculum

Timetabling of the curriculum allows for access to the broad, balanced and differentiated entitlement for each young person at each key stage. It is important that the curriculum gives the opportunity for new skills to be learnt in a structured way, but also gives the opportunity for using these skills in more generalised ways.

Please see Appendix 1 for further information about the timetabling of the curriculum at each Key Stage.

As the young people being supported by Endeavour Academy have very particular difficulties which need to be addressed if they are to make the progress they are capable of, prioritising opportunities to develop essential skills is provided very regularly. We prioritise and plan Individual Learning targets for each young person which addresses key areas of their development (Communication, Sensory Processing, Social Skills, Independence and Learning and Thinking) but also prioritise certain curriculum areas when we timetable sessions across the key stages.

If too many curriculum sessions are attempted during a week, the consolidation of learning would be as successful as if subjects are timetabled more regularly, but on a rolling pattern throughout a specific year. This will also help to ensure that the timetable is stimulating and interesting for the young people, and they do not become bored of the same subjects being repeated too regularly over time.

Timetabling also allows for monitoring of the curriculum subjects in more detail, and enables the Principal, Head of Key Stages and Teachers the opportunity to review the time allocated to the curriculum, and the way in which cross curricular learning contributes to the amount of time young people have access to curriculum subjects.

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The curriculum at Endeavour Academy is monitored in a number of ways. Some of this monitoring will be more formal, by the way of lesson observations, staff meetings and curriculum development workshops.

Informal 'drop in' sessions carried out the Senior Leadership team, and peer observations for Teachers and Higher Level Teaching Assistants (HLTA's) also help to monitor the content and delivery of the curriculum to the young people, as well as helping to share positive ideas.

The Principal and Head of Key Stages will also have an overview of the Individual Education Plans for each young person as well as the Achievement and Moderation Files for each young person giving examples of their work and development to support attainment levels.

Long term, medium term and 'module' planning all enable the teachers, HLTA's and Principal and Head of Key Stages the opportunity to review the themes and long term objectives for each key stage in line with ASDAN modules and the opportunities for work related learning.

'Module Planning' enables the key areas of the curriculum which are outlined above to be broken down into subject specific themes which allow for shorter periods of teaching and learning within one area of a subject, and allow for assessment and progression to be planned around full subject coverage. For example, within the subject of Science a module may be planned around Textures which relates directly to Materials and their Properties.

The module would outline key learning activities, the purpose for this project and the activities which would take place over a number of days/weeks. Modules also provide cross curricular themes which can link to other subject areas, and the young person's Individual Education Plan.

Monitoring within more formal settings – such as the Annual Review for a young person will also help to develop and support this review of the curriculum and which content young people are exposed to at each Key Stage. Developments for progression with age, and through a Key Stage can also be monitored in this way.

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