



Endeavour Academy Curriculum statement

Our mission statement

‘To help children and young people develop the skills to live a purposeful life that makes sense to them.’

Intent

Endeavour Academy curriculum is a holistic overview of all aspects of learning. The curriculum is evidence based (see reference below) and takes into consideration our pupils Autism and their learning disability. The curriculum is focussed independence, decreasing reliance on adult support, increasing skills for connectivity in their community, thus improving their future prospects.

Endeavour Academy acknowledges that the Autistic brain functions differently to the one of a neurotypical person and therefore different strategies and provision are needed in order to support learning. We celebrate the differences by looking for personalised way of delivering education and by challenging our ways of teaching. Our young people do not gain their skills in the way neurotypical population does therefore sequenced learning is not always an appropriate approach.

At the heart of our curriculum:



Person Centered Approach - we will always look at the young person as an individual who has their own needs, wants and aspirations, therefore their learning journey needs to differ.



Positive Behaviour Support (PBS) – any behaviour is a form of communication and it is our responsibility to understand what the young person is trying to say while teaching other means of effective communication and coping strategies when these are needed. This will prepare our pupils for life after school.



Intensive Interaction - the basis for any form of communication lies in an interaction. Intensive interaction is the way to engage, explore and provide guidance with this. This is a pre-communication approach used with people with learning disabilities and Autism.



Compassionate curriculum – compassionate curriculum is a trust wide approach that supports our young people and links to PBS. We acknowledge that our young people have had experiences and those must be taken in consideration, enabling us to support them though daily challenges.

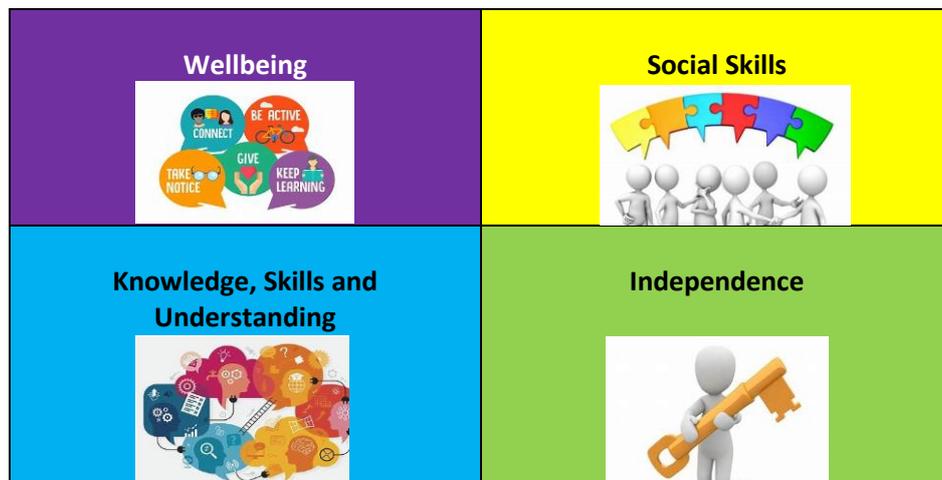
We believe that the personalised curriculum delivered at Endeavour Academy must be **FUNCIONAL** and must provide guidance for and support for adulthood.



We provide a curriculum rich in experiences and new opportunities. Such opportunities were traditionally called 'extra' curricular activities. However at Endeavour we provide enrichment activities that are tailored to pupils interests not as EXTRA but as a part of the holistic offer.

Implementation

At Endeavour Academy we look at each learner as a whole person, this means that we need to support development from all angles. Our curriculum is therefore divided into 4 areas:



Each young person has personalised pathway and timetable. **Overlearning** is an important part of our teaching and skills gaining. The learning and overlearning is delivered in context and it's functional. We will always expand this to new locations, people, activities in order to support **fluency** and **generalisation**. Our mission to prepare pupils for the life beyond Endeavour is the ultimate goal and most of our learning will be eventually take place to community, which is very obvious in our Post 16 provision.

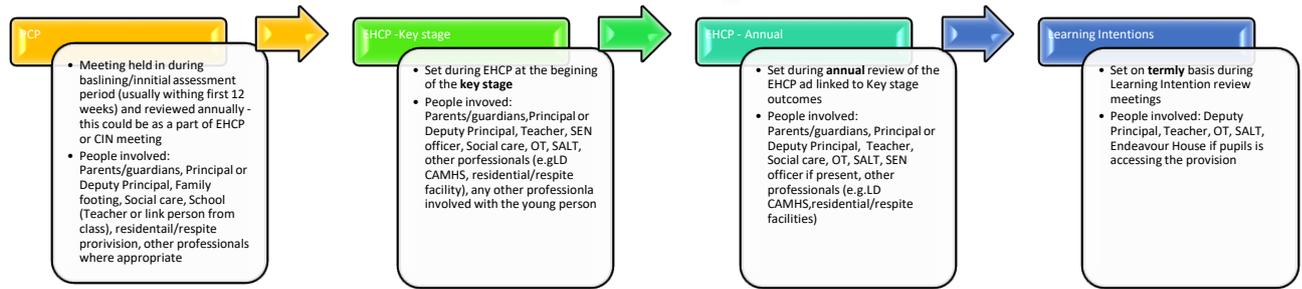
Termly topics and celebration days/events are in place for the whole school and every young person is involved in a weekly school assembly in the way that suits them and their needs. The school community is clearly supportive offering cooperation between classes, key stages and years.

Impact

All progress in measured and assessed by the young person (where suitable and possible), parents/guardian/career, external stakeholders and an internal multi-professional group.



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Clear processes are in place to ensure the best outcomes for each young person. Person Centered Plans are reviewed on regular basis and are part of the Education, Health and Care Plan (EHCP) review process.

PCP are reviewed yearly from Year 10, from Year 6 – Year 9 the review might be held annually, biannually or at the end of each key stage. This depends on each young person's situation.

EHCP review is held yearly and progress, outcomes and future plans are part of the discussions. Parents/ guardians/careers are always in attendance and meeting time and dates are agreed to suit the family. Endeavour Academy would not hold a meeting without a young person's parent/guardian unless absolutely necessary.

Learning Intentions meeting are held on termly basis and each Intention is reviewed by an internal multi-professional group. Parents/guardians are asked for a feedback prior the meeting.

Our young people have the opportunity to build their portfolio by working towards number of external qualifications. Those offer additional and external scrutiny of the curriculum impact. The qualification gained is tailored to each pupil. Pupils can work on: Asdan, AQA unit award scheme, AQA, Trinity Arts Awards and Duke of Edinburgh.

For more information regarding our curriculum please visit our website

www.endeavour-academy.org or contact the school directly.

Bibliography and further reading:

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