



Curriculum

This document underlines the:

- Intent
- Implementation
- Impact

This document list and explains:

- Processes
- Systems
- Frameworks
- Approaches
- Strategies
- Learning programmes

ENDEAVOUR ACADEMY



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Curriculum



Mission Statement

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



Intent

The Endeavour Academy curriculum presents a holistic overview of all aspects of learning. It is **evidence based, personalised** and takes into consideration our pupils **Autism**, their **learning disabilities** and any other **additional needs**. The curriculum is focussed on: independence, decreasing reliance on adult support and increasing skills for connectivity in their community, therefore improving their future prospects. It is grounded in our professional experiences, observations, collaborations with other schools, feedback from parents and students, evidence-based research and pedagogy and the Equals Curriculum and uses **developmental theory** and emerging **cognitive science** theories in order to **deliver a purposeful curriculum** that recognises where our students are in their developmental journey and offers expert support to enable individual advancement.

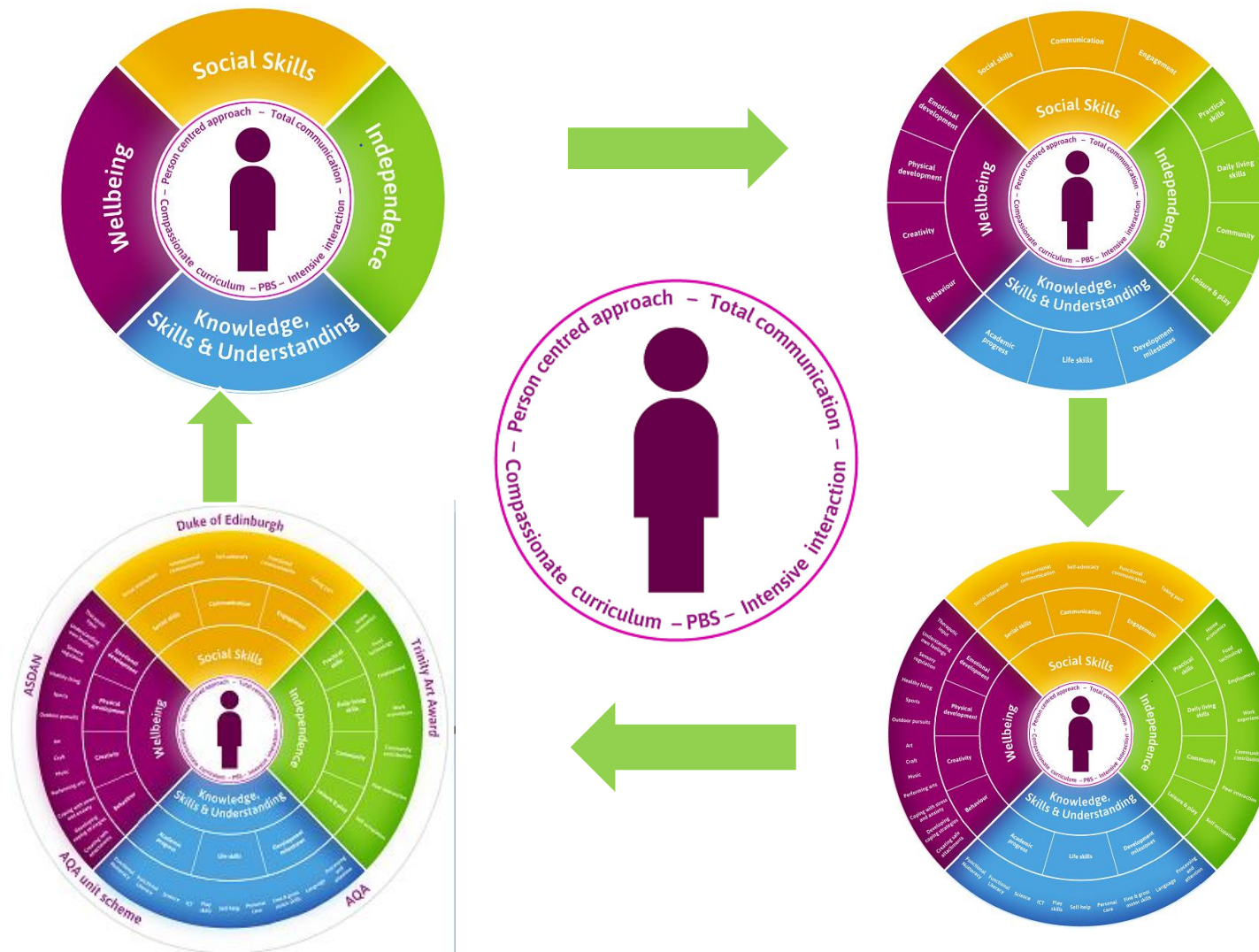
Endeavour Academy acknowledges that the **Autistic brain functions differently** to the one of a neurotypical person and therefore different strategies, approaches and provision are needed in order to support pupils' learning. We celebrate these differences by looking for personalised ways of delivering education and by challenging our ways of teaching. As our young people do not gain their skills in the way the neurotypical population do, this means that traditional, sequenced learning is not always an appropriate approach though we always endeavour to respect *personalised* sequencing and follow the pupil's way of learning.

Our intent is to deliver a **personalised, holistic and therapeutic** curriculum that focuses on compassion and students' wants and needs whilst taking into consideration the pupil specific pathway that **promotes independent living and preparation for adulthood**.

The long-term planning framework for the curriculum at Endeavour Academy provides a guidance for the teachers and follows a thematic approach. It focusses on discrete sessions in areas which we consider key to developing functional skills; driving the learning in order to meet individual needs. All our pupils are entitled to a relevant curriculum that reflects their needs, wants, goals and aspirations.

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Implementation



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First adapted - May 2017,
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The curriculum is based on 4 areas:

- **Wellbeing**
- **Social Skills**
- **Independence**
- **Knowledge, Skills and Understanding**

We have **6 Aspirations/School rules/Aims** that are encouraged throughout the day.

- 1. Dream BIG
- 2. Try new things
- 3. Are ready to learn
- 4. Believe in ourselves
- 5. Take risks and Make mistakes
- 6. Work Hard and have fun

Whole school planning is driven by termly **Themes**. The theme is **followed by ALL** students during the term; providing whole school **unity throughout an otherwise highly personalised curriculum**; supporting the school community feel and increasing the opportunities for our young people to interact with other groups appropriately through a common focus. The theme is a vehicle that drives the whole school focus.

Our themes are broad and fit with the personalised learning. The themes are reviewed in the spring term, in year 3 of the cycle, to ensure that they are still fit for purpose and support the Endeavour Academy ethos and aims.

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The 3 year rolling themes are:

Year	Autumn Term	Spring Term	Summer Term
A	Explorers	Tell me	Let's celebrate
B	Our Place in This Space	The Wonderful World of ...	Animal Planet
C	Food, Glorious Food	People Power	Lights, Camera, Action

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The curriculum implementation strategy:

The implementation strategy is dependent upon the students' time of entry to the school and highly individualised.

KS2 – Exploring

KS3 – Developing

KS4 – Embedding

KS5 – Full skill transfer to the community

Key Stage 2 and 3	Exploring and developing	Skills are introduced and taught within the school environment. There are some community access opportunities for students. The school introduces and explores ASC strategies.
Key Stage 4	Developing and Embedding	Skills are mainly taught in the school and are explored within the community on a more regular basis. ASC strategies are adopted and embedded with opportunities for reflection.
Key Stage 5	Embedding and Full skill transfer.	Skills are mainly worked on in the community, where the focus is upon transferring skills. ASC strategies are reflected upon and accepting change is a key concept that is explored.

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At Endeavour Academy we recognise the need for specialised approaches and individualised strategies for each young person. We would not use a 'one size fits all' approach and all methodologies are reviewed regularly. This supports the personalisation but also our understanding that people can and do change and therefore any support mechanisms must reflect this. Approaches exercised at Endeavour that support the learning are:

- **P**ositive **B**ehaviour **S**upport (PBS) and Compassionate curriculum
- Intensive Interaction
- Attention Autism
- TEACCH (Treatment and **E**ducation of **A**utistic and **C**ommunication handicapped **C**hildren)
- Makaton and **B**ritish **S**ign **L**anguage (BSL)
- **P**icture **E**xchange **C**ommunication **S**ystem (PECS)
- Yes and No bands

This list is broad but not exhaustive.

Therapy support is embedded in the day to day teaching and learning – Speech and Language, and Occupational Therapy.

In order to support our young people, Endeavour Academy is following **Intensive Interaction principles**. We believe that successful and meaningful communication exchange is the core requirement for effective learning. The Intensive Interaction approach underpins the Fundamentals of Communication.

The Fundamentals of Communication – Intensive Interaction Principles	Intensive Interaction Principles
Enjoying being with the other person	Adjust our interpersonal behaviours (altering voice, gaze, body language)
Developing the ability to attend to the person	
Concentration and attention span	Take the other person's lead

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Learning to do sequences of activity with a person	
Taking turns in exchanges of behaviour	Treat the things the person does as communication
Sharing personal place	
Using and understanding eye contact	Use sensitive observation
Using and understanding facial expressions	
Using and understanding other non-verbal communication	Use timing and rhythm in the interaction
Using and understanding physical contact	
Vocalising using vocalisation meaningfully (Inc. Speech)	Have fun
Learning to regulate and control arousal levels	

Positive Behaviour Support (PBS) is a framework that provides a 'person-centred approach' within the education and care settings as well as in pupils own homes. The system is values and evidenced based and provides a framework that focusses on developing a quality of life for people who might present behaviours of concern. There is a clear focus on reduction of such behaviours while promoting the least restrictive practice.

(<https://www.bps.org.uk/sites/bps.org.uk/files/Member%20Networks/Divisions/DCP/Positive%20Behaviour%20Support.pdf>)

Endeavour Academy also follows the **Compassionate Schools Teaching Principles** and ensure that the **Compassionate Curriculum** is embedded into the school ethos. It is clearly linked to PBS and focusses on a personalised approach to each student. This approach takes into consideration our young people's previous and current experiences and responds accordingly.

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Compassionate Teaching Principles	Our Compassionate Curriculum
1. Always empower never disempower	Strategy 1 Safety, connection and assurance of wellbeing
2. Provide unconditional positive regard	
3. Maintain ambition and high expectations	Strategy 2 Emotional and behavioural self- regulation
4. Enquire – check assumptions, observe and question	
5. Be a relationship coach	Strategy 3 Competency of social and personal skills and academic success
6. Provide guided opportunities for positive and helpful participation	
7. Use child centred approaches	

Endeavour Academy **does not offer extra curricula** activities. All **enrichment activities** are part of our regular, personalised offer and are tailored to the needs and interests of our young people. They are specifically chosen for each young person in order to broaden his/her experiences and enhance their skills and talents. We believe that with the involvement in an array of activities our young people will be better equipped to make informed choices in their future. The list of activities is not exhaustive and is subject to change due to the nature of our highly personalized curriculum.

Category of off-site visits	Examples of visits
Therapy	Horse riding, Trampolining, Swimming
Work experience	Farm visits, Local café, Litter picking
Well being	Walks (various locations), Café, Restaurants, Swimming
Preparing for adulthood	Shopping, Cinema, Markets, Transport activities
Community events	Barton community projects, Pantomime, art projects including Christmas cards.

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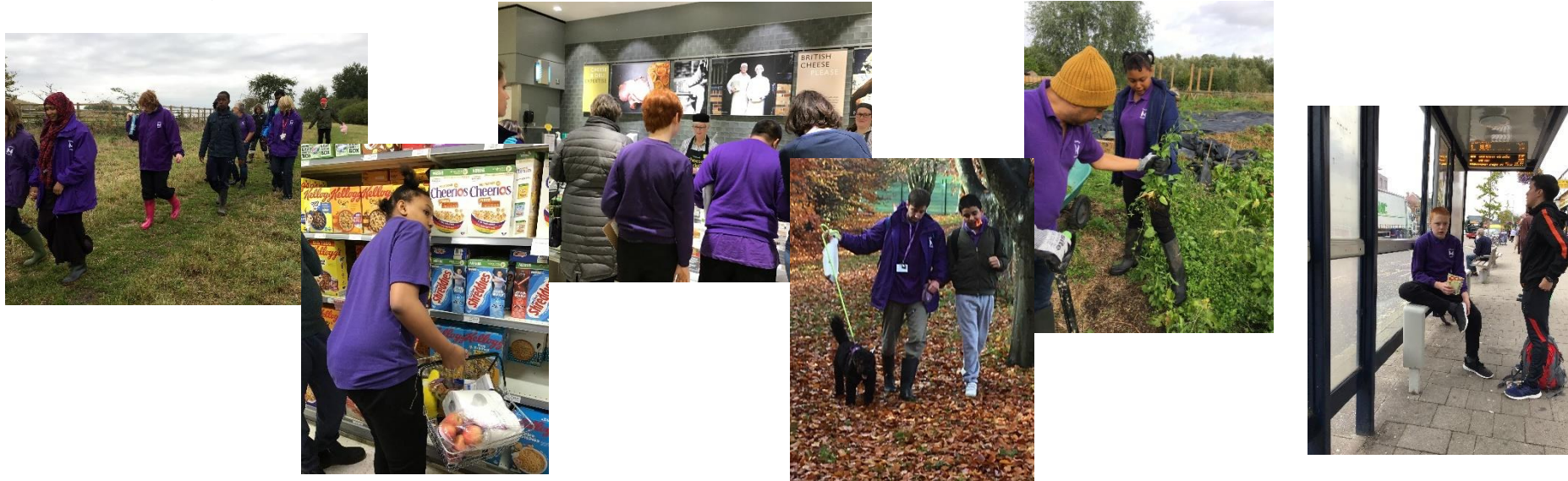


Enrichment activities that take place on school site include the following;

- Music events and Music therapy
- Art and craft workshops
- Woodwork
- Reflex therapy
- Mosaic workshops

The list is not exhaustive.

Endeavour Academy curriculum is based in functional skills that prepare our students for their future. As a result, our students are provided with a high volume of activities in the community. Those are based on their needs, ambitions, progress and plans for future.



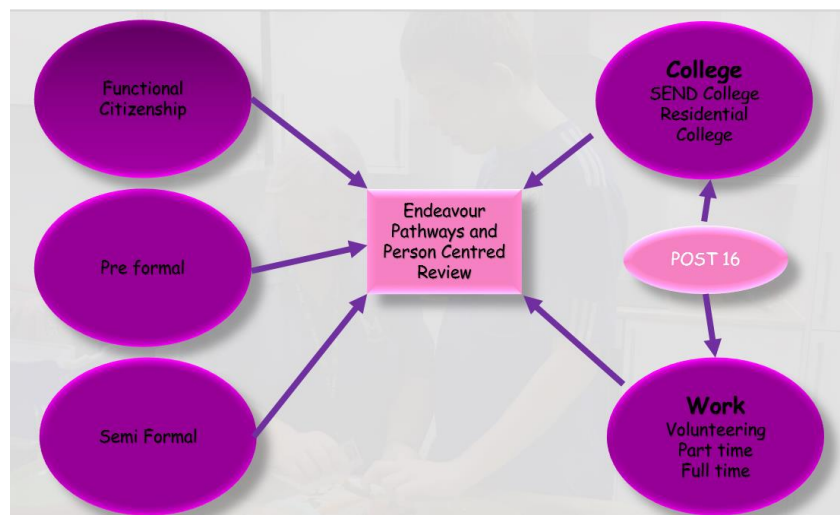
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Pathways

Endeavour Academy offer a number of **pathways**. Pathways are reviewed annually and students can change pathways throughout the school year as well as during the review.



Functional citizenship - The main outcome is to enable the student to live a happy, safe and enriched life. This pathway will be taken by students who have just joined us (compassionate curriculum), students who are not yet ready to engage in other pathways or if a student is experiencing an unusually difficult period i.e. post trauma, grieving.

Pre-formal - The main outcome is to offer a curriculum that is tailored to students who can't access learning expected in the 'traditional' sense. Learning is contextual, practical and function driven.

Semi-formal - The main outcome is to deliver a practical curriculum that offers opportunities to learn functionally whilst using some 'formal' media of learning. Those might include reading and writing in the conventional sense.

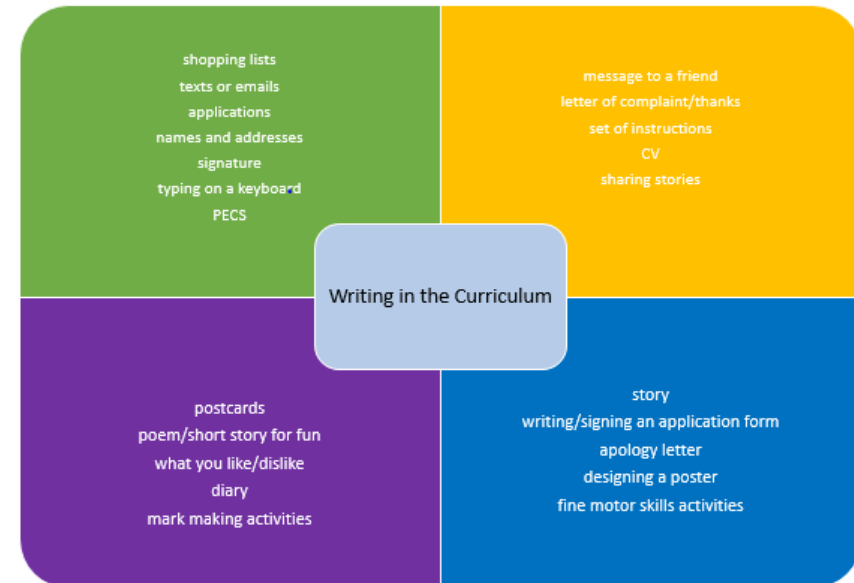
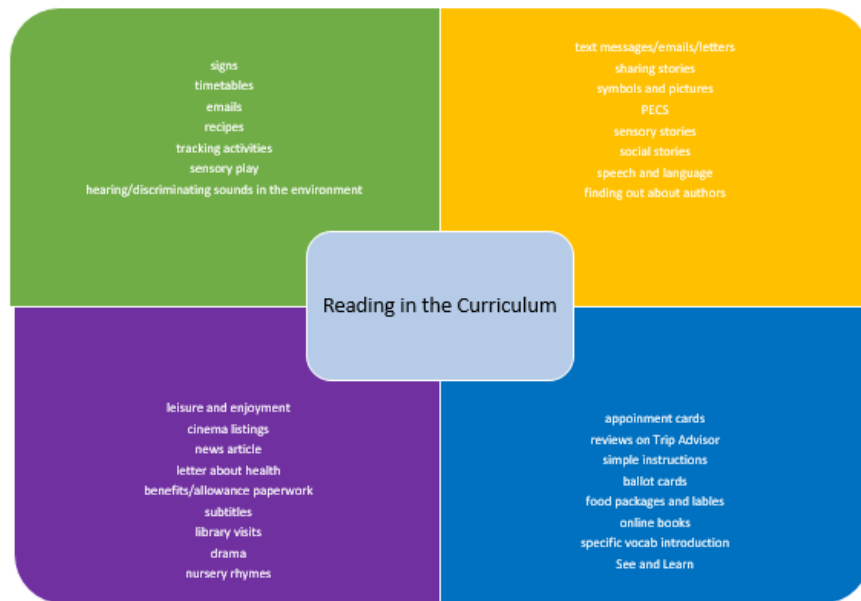
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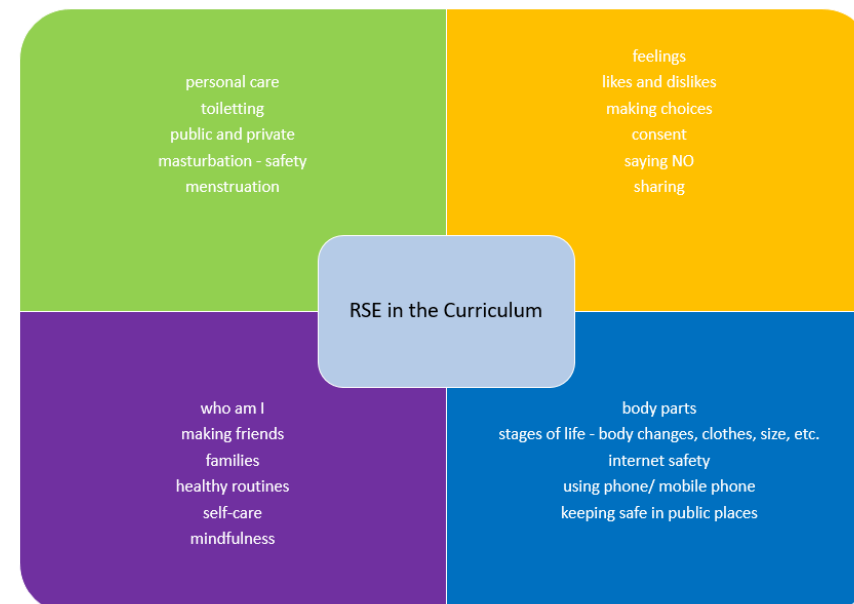
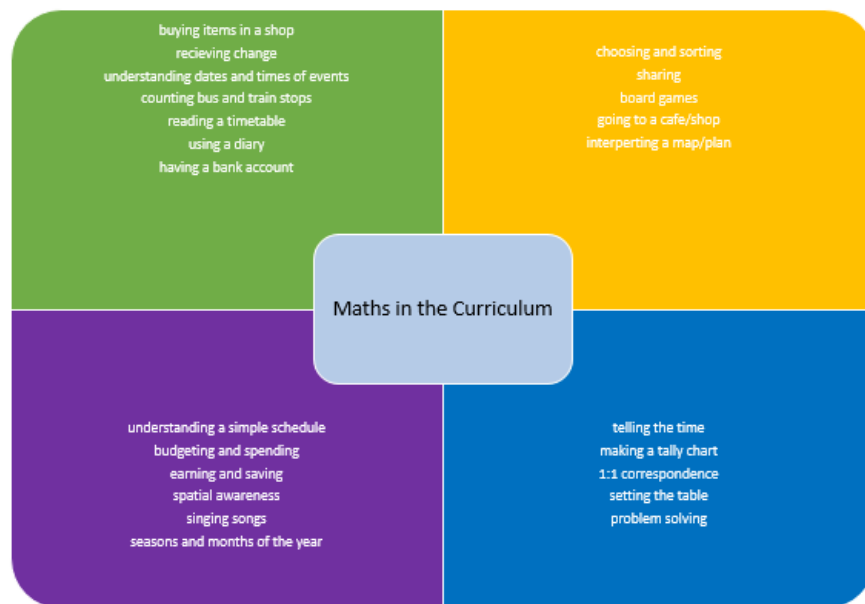
When students transition to the **Post 16** stage of their school life, another two pathways are considered – **College or Work**. Those can go **alongside the three core pathways or stand alone**. During the post 16 phase any decision is in consultation with parents and appropriate professionals.

Any teaching and learning offered is to provide **FUNCTIONAL skills for the future**. The classification of 'functional' will differ for each and every one of our students.

Here are maps of core, functional skills that are part of our functional curriculum



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We also include special events and celebrations to augment the school ethos. Those are events all key stages participate in and may include fundraising events such as Red Nose Day or Children in Need, events of historical value for example Martin Luther King day and other social events like the Christmas assembly.

Where appropriate and relevant staff use speaking within the curriculum to facilitate student speech, based on the principles by Alexander (2008).

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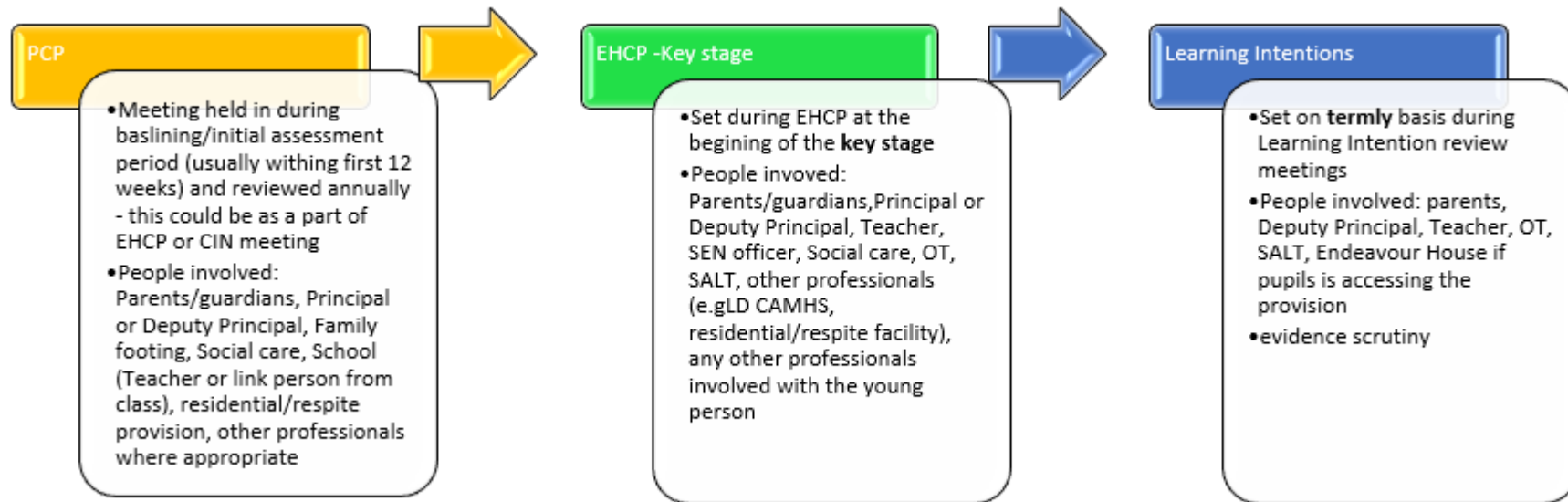


Feedback to our students is predominantly on a one to one basis and is responsive to student needs and wants, feedback is both academic and wellbeing based. Achievement and progress are logged on the school platform Evidence for learning. The school also operates a star of the week and value certificates alongside other awards both internal and external.

Impact

The impact of our curriculum is measured on a personalised basis and **no comparisons** are made between age, gender, culture or class. Instead, the ongoing knowledge of the young pupil and our understanding of their individual learning style will be used to evaluate the progress made within each area of learning.

Progress measuring at Endeavour Academy is *always* a multi-agency process. This approach supports and maintains objectivity, scrutiny and ensures no student is left behind.



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MAPP 2 - is clear across all outcomes setting and provides a **4-dimensional review of the progress**. In our assessment we look at:

Prompting – which looks at how much support is required to master a skill.

Fluency – which looks at how accurately a skill can be used and repeated.

Maintenance – which is interested in how well the skill can be recalled and utilised over a period of time and

Generalisation – which looks at a student's ability to move from concrete to abstract skill application

Learning Journals –are a rolling document that tracks students' progress through their learning at Endeavour. All outcomes and learning intentions are documented in this journal. Learning journals are important part of the progress scrutiny.

Evidence 4 Learning - collects evidence of progress. This easily accessible, online evidence system, is a safe way to share evidence between settings; allowing the distribution of statements, photographs, videos and other documents to a wide range of stakeholders.

External qualifications – acknowledging our students progress is extremely important to us. It might not be possible for our students to undertake formal tests such as GCSEs or A levels however we are providing students with a wide range of qualifications that are linked to our curriculum and students' interests. We are currently offering AQA unit awards, ASDAN, Trinity Arts Awards and Duke of Edinburgh. We are also working with AQA awarding body. Any qualification chosen by or for the students is carefully monitored and evidenced.

Talentino – this is a careers and work experience programme that is specifically designed to provide SEN students with skills and knowledge of the workplace. The programme is bespoke and delivered by a career's specialist. Students receive certificates upon completion of units of work.

RSE – is embedded in day to day learning throughout the curriculum. It is highly bespoke and Learning intentions can and do have RSE elements. It is also taught thematically over the course of the year and is mapped throughout the school.

Other schemes embedded in our day to day curriculum:

Eco schools – started in 2019-2020.

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Rights Respecting Award - we have been awarded Bronze in June 2020.

Trauma award school – started in 2021 – 2022.



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