

NEWSLETTER

Endeavour Academy Newsletter

Message From The Principal



Dear parents, colleagues and friends of Endeavour,

I would like to say a big **Welcome** to so many new young people, their families and all the new staff members. We are so glad to have you all joining the Endeavour family.

We were also so pleased to see our young people returning from their summer holidays. Some of whom have grown so much we hardly recognised them!

This term we have focused on **getting back to school life** - The summer holiday was difficult for a number of our children, but you have still managed to have so much fun and we have seen some brilliant photos with our young people having fun by the sea, in amusement parks, in pools and so many other exciting places.

The autumn term was still filled with lots of activities and our community curriculum is now returning to the pre-pandemic levels. We have visited local cafes, shops, farms and so much more.



We are pleased that we can finally return to the normal running of our respite and would like to say a massive well done to all of our Endeavour House staff for regaining the **GOOD Ofsted rating**. Everyone worked so hard and I would like to say a big thank you to all.

During the summer holiday we have had two new arrivals to the '**Endeavour baby club**' - congratulations to Amira and Bethany and we are very excited to meet the 'Therapy Baby' in the next few weeks. Alex, enjoy the last few weeks of sleep.

We hope you will all have a nice a restful half term with some of you enjoying **holidays** such as Halloween, Diwali and any other traditional celebrations.

We are very excited to see what the next term brings and we are already planning our annual **Christmas Market** (16th December). We hope to see as many of you as possible.

Just a quick reminder that the **Monday after half term is our Inset day**. Our staff will have the opportunity to attend various training sessions such as medication, teaching and learning, and positive behaviour support.

I would like to thank you all for your continuous support to Endeavour, even during our most difficult time. Your positivity is greatly appreciated by all of us.

Thank you,

Michaela



TERM DATES

Inset Day 31st October

1st November-20th December 2022

4th January-10th February 2023

Our new Staff

Tia, Tonya, Olivia, Sarah and Elysia have all started in the school as Teaching Assistants

Amanda has started as the new Teacher in Triangle Class

Aisling has started her role as Occupational Therapist and Nikolle as Occupational Therapist Assistant

Sabrina, Patrick and Karen have started in the house as a Residential Support Workers

Upcoming events

School Council Elections

Bake Off

Halloween

Christmas Market 16th December 2022

TWITTER & FACEBOOK

We often tweet things that happen at Endeavour, or when out and about in the community. Please follow us on Twitter @ MATEndeavour_ac to see some of our tweets .

A few of our school activities

Some of our half term highlights as posted on our Twitter page
@MATEndeavour_ac



Thomley Hall



New Music Equipment

Flying the Eco School flag



Bake Off

Square Class

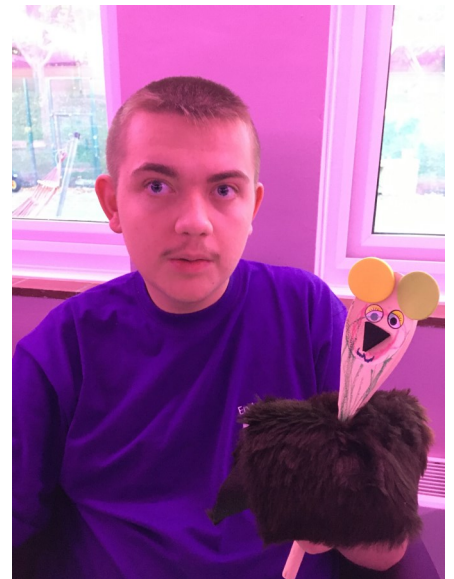


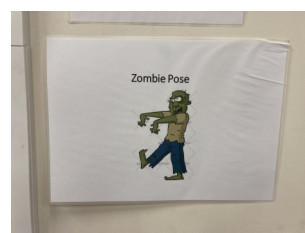
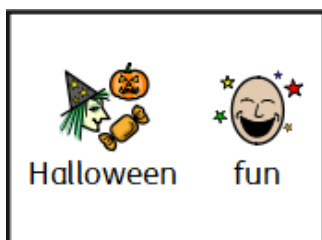


The photos can't fully capture the engagement and enjoyment during Emma's sensory story session. She brought music, drama, story telling and sensory exploration to Endeavour as she told the story of Goldilocks and the 3 bears. The afternoon finished with students making spoon puppets.

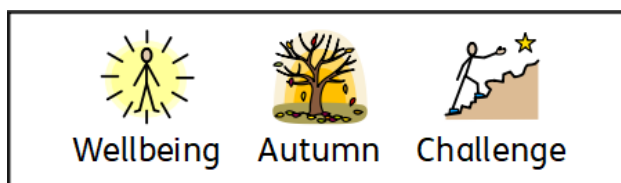


Links to UNICEF Rights Respecting Article 31:
I have the right to relax and play.



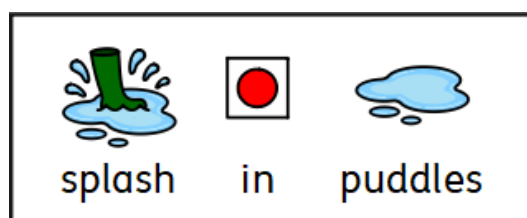
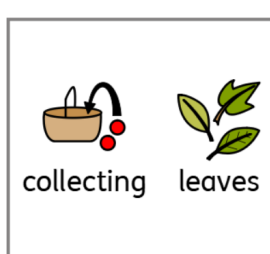
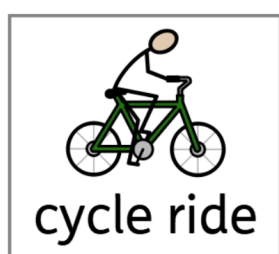
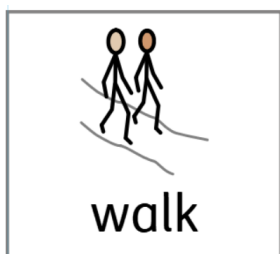


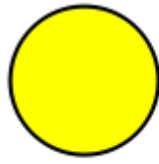
A door competition, pumpkin carving, colouring, face painting, a party and Halloween themed Sensory circuit have been some of the Halloween activities in school this week.



These fun challenges are designed to support positive physical and mental health and wellbeing for students, staff, parents and carers.

Before the days get colder can you spend 5 or 10 mins outside doing any of these activities?





Circle



Class



Star Class

We have had a brilliant first term in Star Class. We have welcomed 3 new pupils and they are doing so well and building lovely bonds with our amazing staff and peers. We have been

keeping busy with lots of exciting learning opportunities. We have been enjoying the return of our weekly dance sessions by our fabulous Endeavour dance teacher Amy B!



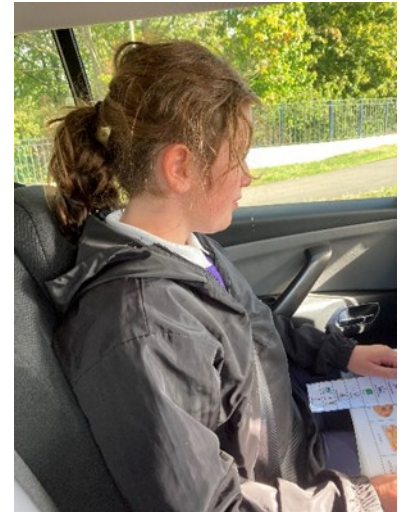
We have also been focusing on our Talentino careers programme by cleaning and doing the laundry. They have been learning to follow the schedules in order to increase their independency skills and preparing for adulthood.



Lastly, we have also been enjoying the beginning of the Autumn weather with harvesting some of the vegetables we grew in the summer term and preparing the allotment ready for the winter. Spending time outside is always a favourite for our pupils as its beneficial for their mental wellbeing. We are also looking forward to starting Forest school next term.



Triangle Class



In Triangle Class we are incredibly focused on learning and developing skills through a variety of exciting activities. These have been taking place within the classroom as well as in remote learning taking place around the school.

Students have also appeared to enjoy and engage in a variety of sensory exploration and therapy sessions

Personal care sessions are also taking place. These sessions have included body awareness as well as teeth brushing activities.

Triangle Class has also appeared to enjoy community-based learning. This has included accessing the local parks, hydro therapy sessions, road safety, and Horse-riding sessions.



Endeavour House newsletter



After eight years at Endeavour, we are sad to say goodbye to Alex. We will miss you and visit you in your new home in Birmingham!



The beginning of the term has been busy at Endeavour House. We have really enjoyed ourselves doing lots of activities in the community.

CASE STUDY: ENDEAVOUR ACADEMY

The Impact of the **CardioWall®** on Young People with Autism and Severe Learning Difficulties

OVERVIEW

This case study analysed the effectiveness of the CardioWall for children and young people who have autism and severe learning difficulties at Endeavour Academy. Students used the CardioWall every school day for three months and feedback was collected from both students and staff. Parameters were monitored and analysed including (1) motor skills, (2) physical activity levels and mental alertness, (3) motivation to be physically active, and (4) social and communication skills.

The following will provide a brief overview of Endeavour Academy, their pupils, and will look in depth at how the CardioWall has impacted the students' behaviour and physical abilities.

HIGHLIGHTS

- 1) **CardioWall use contributed to the development of students' motor skills** which had a positive impact on their independence with everyday activities such as eating and drinking, getting dressed, and washing
- 2) **Students' engagement and willingness to participate in physical activity**, both individually and with peers, improved with CardioWall use
- 3) **The CardioWall promoted activities that enabled students to be at an optimum level of alertness**, which was fundamental for their engagement in learning
- 4) Students have shown more interest and motivation to improve key life skills such as turn-taking, waiting, observing and playing together, **as a result of frequently playing on the CardioWall**

WHAT IS ENDEAVOUR ACADEMY?

Based in Oxfordshire, UK, Endeavour Academy is a specialist school and residential children's home for 8 – 19-year-olds with autism and severe learning difficulties who benefit from an autism-specific environment.

Their aim is to provide children and young people with the skills and opportunities that will equip them to live more purposeful lives. The curriculum they follow helps to ensure that all students receive a highly personalised, relevant education – with communication and sensory integration embedded throughout. Residential students also benefit from a waking day curriculum which focuses on educational, social, and emotional development, as well as sensory aspects of the curriculum.

The staff work creatively and flexibly to tailor-make learning opportunities that motivate the students and reinforces learning; as well as working closely with parents and carers to ensure each student is receiving the best possible education.



CASE STUDY: ENDEAVOUR ACADEMY

The Impact of the **CardioWall®** on Young People with Autism and Severe Learning Difficulties



“

The CardioWall has been a huge benefit to our students, as it encourages development of skills which are needed for independent living tasks such as eating and drinking, washing, getting dress and school work.

”

TARA ROSSOW

**Specialists Paediatric Occupational Therapist,
Endeavour Academy**

HOW IS THE CARDIOWALL USED?

The CardioWall was **integrated into each students' sensory circuit**. This sequence of physical activities is performed daily **to facilitate sensory processing and integration**, and help students prepare for their morning work. The CardioWall games enabled staff to tailor the sessions based on the individual student's focus, motivation, and the task objective. For example, score-based games were used when the students were motivated to exercise and achieve high scores, and non-score-based games facilitated a more relaxed, experience-focused environment.

Staff observed, monitored and recorded students' progression and development in their motor skills, physical activity levels, mental alertness, motivation to exercise, and social and communication skills. This was supported by a student voice form, where students gave feedback on their experience.

(1) MOTOR SKILL DEVELOPMENT

Since children with autism often have motor skill difficulties (6), this was an important parameter to monitor, so staff could assess whether the CardioWall help students develop in these areas. The Royal College of Occupational Therapy (8) states that children with autism should learn a range of skills that can be transferred to independent and functional tasks. This includes improving physical activity, building muscular strength and increasing hand-eye coordination, which all contribute to supporting children's gross motor skills.

Staff used the CardioWall to specifically target these skills, with the addition of bilateral integration, crossing the midline (developing balance and core control), targeting accuracy, and encouraging the use of non-dominant hands. Due to its versatility, staff were able to creatively use the CardioWall to utilise both a bottom-up and top-down approach, as demonstrated in figure 1 below (g). Staff could easily progress and/or regress the activity so students could target specific motor skills (Bottom-up) or focus on the wider participation of the activity (Top-down).



Figure 1: Bottom-up / Top-down Skill Development Learning Approach



CASE STUDY: ENDEAVOUR ACADEMY

The Impact of the **CardioWall®** on Young People with Autism and Severe Learning Difficulties



“

Staff have found the CardioWall to be an excellent addition because it promotes activities that enable students to be at an optimum level of alertness, which is fundamental for their engagement in learning

”

CardioWall improves students' engagement in learning

Every student has their own personalised approach to achieving their goals within these four focus areas. Students are encouraged to regularly participate in physical activity throughout their school week to help maintain and improve their cardiovascular fitness and mental alertness.

The CardioWall was introduced into Endeavour Academy's curriculum to help achieve these physical activity targets. **Staff have found the CardioWall to be an excellent addition because it promotes activities that enable students to be at an optimum level of alertness,** which is fundamental for their engagement in learning (2).

Staff concluded that, by mimicking everyday activities through play on the CardioWall, students were able to develop their motor skills in a non-clinical and enjoyable way, which was extremely beneficial for both students and staff. This consequently had a positive impact on everyday activities such as eating and drinking, washing, getting dressed and completing schoolwork; which ultimately contributed to improving students' independence.

(2) PHYSICAL ACTIVITY AND MENTAL ALERTNESS

Due to the specialism of Endeavour Academy and the highly individual requirements of their students, the curriculum for physical activity is unique and does not measure against the recommended physical activity guidelines outlined by the American College of Sports Medicine (1). Instead, Endeavour Academy's curriculum (3) is based on four areas: **(A) Wellbeing, (B) Social Skills, (C) Independence and Knowledge, (D) Skills and Understanding** (Figure 2).



Figure 2: Endeavour Academy's Curriculum



CASE STUDY: ENDEAVOUR ACADEMY

The Impact of the **CardioWall®** on Young People with Autism and Severe Learning Difficulties



“

90% of students have shown more interest and motivation to develop skills such as turn taking, waiting, observing and playing together.

The CardioWall has proved to be a highly effective tool for engaging even the most reluctant of exercisers through the fun of a game.

”

CardioWall increases enjoyment and engagement in exercise

(3) ENGAGEMENT AND ENJOYMENT IN EXERCISE

Motivation and participation in physical activity can be adversely affected by a disability (4). However, if individuals with a disability have sufficient motivation, participation in physical activity can be positively affected (5). Therefore, it's essential for Endeavour Academy **to provide students with equipment that increases students' motivation to be physical active.**

The CardioWall gives users a score to beat which encourages repeated use as players aim to improve their score. Coupled with exciting sound effects and lights, **the CardioWall has proved to be a highly effective tool for engaging even the most reluctant of exercisers through the fun of the game.**

Students have explained how much they've **enjoyed using it with their peers as a shared group activity** where they can achieve high scores together. In addition, the sensory aspects of the CardioWall (lights and sounds) are highly motivating for these students. Gameplay involves action-reaction as players press the lightpods to score points, which requires attention and accuracy.

The CardioWall can be played as a sensory-only activity, or a score-based activity. This flexibility allows all students to participate in a way that suits their needs.

(4) DEVELOPMENT OF COMMUNICATION AND SOCIAL SKILLS

Since Endeavour Academy introduced the CardioWall, **90% of students have shown more interest and motivation to develop skills** such as turn-taking, waiting, observing and playing together. As the majority of children with autism find such communication challenging (7), these improvements are extremely positive and encouraging.

As the CardioWall is used within their sensory circuits, students have the opportunity to play on the CardioWall together, or individually and take turns. **Students have developed key life skills** such as communication and teamwork which are fundamental for life outside of a secure school environment.





CASE STUDY: ENDEAVOUR ACADEMY

The Impact of the **CardioWall®** on Young People with Autism and Severe Learning Difficulties

WHAT DO STUDENTS THINK?

Student voice forms were used to collect feedback after CardioWall use. As children with autism are often strong visual learners, a visual form focuses on this strength, enabling staff to receive the most accurate feedback from the students.

The students provided positive feedback after using the **CardioWall**, which exemplifies how beneficial it is to students at Endeavour Academy, as not every activity receives positive feedback. Figure 3 is one example of a student voice form, giving positive feedback after using the CardioWall.

CONCLUSION

Since the CardioWall was installed at Endeavour Academy **it has had a profound effect on the participation and motivation of students** to engage in physical activity. The simple gameplay with lights, sounds and scores has helped students who often find more traditional activities challenging to develop their sensory and motor skills. The social impact on the students who participate on the CardioWall together has been extremely beneficial for improving their communication and teamworking skills. **Overall, the CardioWall has proved to be highly accessible and engaging for those with learning difficulties.**

Figure 3: Student voice form

THANK YOU ENDEAVOUR ACADEMY

Our thanks to Endeavour Academy staff and students for their fantastic feedback and insight into how the CardioWall can benefit children and young people with learning difficulties.

REFERENCES

1. ACSM_CMS (2022) Physical Activity Guidelines Resources. [online] Available at: <https://www.acsm.org/education-resources/trending-topics-resources/physical-activity-guidelines> [Accessed 1 August 2022].
2. Ayres, A. J., Robbins, J. and Pediatric Therapy Network (2005) "Sensory integration and the child: understanding hidden sensory challenges" 25th anniversary ed., rev. and updated / by Pediatric Therapy Network; photographs by Shay McAtee edn. Los Angeles, CA: WPS.
3. Endeavour Academy (2021) Curriculum Overview <https://www.endeavour-academy.org/curriculum-overview> [Accessed 26.08.21]
4. Hagit Harel-Katz and Eli Carmeli (2016) "The Association between Volition and Participation in Adults with Acquired Disabilities: A Scoping Review." Hong Kong Journal of Occupational Therapy, 32. doi: 10.1177/1569865516670022.
5. Kvæil, L. A. H. et al. (2018) "A Concept Analysis of Patient Participation in Intermediate Care." Patient Education and Counseling, 101(8), pp. 1337-1350. doi: 10.1016/j.pec.2018.03.005.
6. McPhillips, M., Finlay, J., Bejerot, S., & Hanley, M. (2014). Motor deficits in children with autism spectrum disorder: A cross-syndrome study. Autism Research, 7(6), 664-676. <https://doi.org/10.1002/aur.1408>
7. National Autistic Society (2020) Understanding and developing communication. [online] Available at: <https://www.autism.org.uk/advice-and-guidance/topics/communication/understanding-and-developing-communication>
8. Royal College of Occupational Therapists. 2022. Occupational Therapy for Children and Young people. [online] Available at: <https://www.rcot.co.uk/occupational-therapy-children-and-young-people> [Accessed 3 August 2022].
9. Sharp, Patti (2019). How a Cartwheel Flipped My Practice Right Side Up. [online] Available at: <https://www.seekhacks.com/index.php/2019/09/09/how-a-cartwheel-flipped-my-practice-right-side-up-2/>

Oxfordshire 2022/23

Academic Calendar

Inset days

Bank holidays

Pupil Days

School holidays

M	T	W	T	F	S	S
September 2022						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

M	T	W	T	F	S	S
October 2022						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

M	T	W	T	F	S	S
November 2022						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

M	T	W	T	F	S	S
December 2022						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2023						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2023						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2023						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2023						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2023						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2023						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2023						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2023						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2023						
				1	2	3
4	5	6	7	8	9	10

Half Term		Days
1		36
2		37
3		28
4		30
5		29
6		35

Autumn Term		Total days
Spring Term		73
Summer Term		58
		64
		195

Pupil days shown include four to be selected by schools as additional INSET days

Teacher working days include five INSET days

Students: 190 days

Teachers: 195 days