



# MacIntyre Academies Endeavour Academy

Endeavour Academy  
SEN report 2025-2026

**Overview:**

Endeavour Academy has a statutory obligation to complete a SEN information report on annual basis. This is based on the requirements of:

- Section 69 of the Children and Families Act 2014 requirement. The Act raises number of questions that must be answered within the report.
- Schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014
- Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice

The report must reflect the current changes and plans and should be read in conjunction with the following policies:

- SEND Policy
- Equality & Diversity Policy
- Accessibility Policy and Plan
- Admissions Policy

The report must be published on the school's website.

## **Endeavour Academy**

Endeavour Academy is a School for learners, aged 8 – 19 years, who have an Autistic Spectrum Condition and Moderate or Severe Learning Disabilities. Young people may have other diagnoses and difficulties such as Global Developmental Delay, ADHD, speech & language difficulties and sensory processing disorders. Currently the school caters for 32 learners.

For a learner to be admitted to the school, their placement must be agreed by the commissioning Local Authority and named in the their Education, Health and Care plan (EHCP). A child without an EHCP will require an assessment of their needs for an EHCP and the support of the Local Authority.

This guidance is in place to ensure that all involved in the admission procedure work in partnership, enabling informed decisions, and planning to be in the best interests of each learner. The guidance promotes the rights of all learners regardless of any Protected Characteristics.

## **Academy Values and Vision**

Our vision is:

***To help learners develop the skills to live a purposeful life that makes sense to them.***

- We all have high expectations of all learners irrespective of their abilities and backgrounds.
- We are committed to raising their educational attainment.
- We all treat learners consistently, with respect and consideration, and are concerned for their levels of communication and their development as learners.
- We will all ensure that every interaction we have with a learner is a 'great interaction'.
- We are here to teach learners the skills to manage their own autism and behaviours as much as possible.
- We all demonstrate and promote the positive values, attitudes and behaviour we expect from our learners.
- We all communicate sensitively and effectively with parents and carers, recognising their roles in children's learning, and their rights, responsibilities and interests in this.
- We all understand the contribution that each member of staff makes to the teaching, learning and care of our learners.
- We are all able to improve our own teaching and interactions with our learners by evaluation, learning from effective practice and reflecting on what we could do better.
- We are dedicated to encouraging the spiritual, moral, social and cultural development of our learners. We promote British values, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs at a level that is relevant and functional for our learners.
- We are aware of, and work within, relevant statutory frameworks.

## Our Aims

- To value and celebrate our learners.
- To know how each child and young person responds to their autism and to use that knowledge to plan to meet their needs.
- To give our learners as much independence as possible to manage their needs.
- To improve each child and young person's methods of communication.
- To help our learners develop skills of social tolerance and interaction.
- To help to meet the sensory needs of our learners enabling them to be as calm as possible.
- To help our learners to understand and learn about the world around them through functional and motivating activities.
- To keep our learners safe and free from harm in a nurturing and happy environment where they know staff care about them.
- To work closely with families in the education and care of their learners.

Statutory information required	Endeavour Academy response
<p>How does the school assess and review pupil progress towards outcomes?</p>	<p>We have developed our own curriculum and methods of assessing against this to track how well our learners achieve.</p> <p>Learners are baselined against strands from the Oxfordshire Developmental Journal which covers developmental stages across a range of functional areas including motor skills, literacy, numeracy and communication. Within these stages, a multi-disciplinary team including Occupational Therapists, Speech and Language Therapists, Teachers and Senior Leaders choose targets that are linked to the four broad areas of our curriculum (Independence, Wellbeing, Social Skills and Knowledge, Skills and Understanding) and the learners' EHCP Outcomes. Each student will have a curriculum pathway that is unique to them and allows all learners to make progress at a pace that is most appropriate for them individually.</p> <p>We measure progress all the time through informal formative observations and assessments and formally, through more summative assessments against curriculum strands. Termly Parents' Evenings and meetings with the therapists allow progress to be shared and targets to be adapted in response to emerging trends.</p> <p>Annual reviews of learners' EHCPs involve parents, teachers, therapists and the wider team of professionals around the child. Learners will be invited to the meeting; however, we acknowledge this might be difficult for many of our learners and therefore their feedback is collected prior to the annual review. Outcomes are reviewed during the meeting and new outcomes are agreed on where appropriate. These outcomes are then broken down into smaller learning targets which are reviewed termly by teachers.</p>

	<p>Some learners are Children We Care For (CWCF – previously called Looked After Children) and the school hosts Personal Education Plan meetings where parents and other professionals can discuss individual pupil targets as part of the PEP process.</p> <p>The nature of the individualised curriculum means that we do not compare our learners with any other learners or schools but determine their success by their outcomes in their EHCPs and Multi-Disciplinary Team (MDT) feedback which includes the families and the learners themselves.</p>
<p>How does the school consult learners and their parents and involve them in the education of the pupil?</p>	<p>The school offers number of communication channels. We use Class Dojo as an online communication tool for daily contact with parents. Each class has two mobile phones that are available between 8:00am and 8:45am and between 3:00pm and 5:30pm unless other arrangements have been agreed. The school land line is available throughout the day 8:00am – 4:30pm. An answer machine available from 4:30pm to 08:00am. Teachers are in regular, informal contact with parents.</p> <p>The school invites parents to Parents Evenings’ 3 times a year, where parents, teachers and therapists can discuss pupil progress and adapt individual learner targets to reflect emerging trends. In addition, we have a range of online briefings through the year covering a variety of topics.</p> <p>Annual reviews of EHCP reviews are in place for all learners and include parents and the wider team around the child. Learners will be invited to the meeting; however we acknowledge this might be difficult for some of our learners and therefore their feedback is collected prior to the annual review. Outcomes are reviewed during the meeting and new outcomes are agreed on where appropriate. In addition, some learners are Children We Care For (CWCF – previously called Looked After Children) and the school hosts Personal Education Plan meetings where parents and other professionals can discuss individual pupil targets as part of the PEP process.</p> <p>The school has a full time Family Footings Coordinator who is a key point of contact and supports parents throughout their time at Endeavour and often beyond as young people move on to different destinations at the end of their time at Endeavour.</p>

<p>How does the school support learners to transition between phases of education and/or in preparation for adulthood and independent living?</p>	<p>Endeavour is a school for learners aged 8-19 but due to the needs of the learners they are not grouped by age or Key Stage so there is no transition between Key Stages until Key Stage 5 where the older learners move into the dedicated post-16 class. Our curriculum is designed to prepare them for this transition from much earlier in their time at Endeavour. The focus of the post-16 class is on further developing skills of independence and life skills with an emphasis on skills for working life and work experience. Learners work towards ASDAN qualifications which will support the next steps in their education.</p> <p>The biggest transition for learners is when they leave Endeavour and move to their next setting. Our Family Footings Coordinator supports learners and parents during their final year to identify appropriate settings and to support with visits and admissions. The Coordinator will also liaise with other settings and arrange for assessments to take place at Endeavour. The EHCP review process is key in bringing professionals together early in the transition process to ensure all understand which provisions are most appropriate for each individual pupil.</p>
<p>What training and expertise do staff have to support learners?</p>	<p>All teachers at Endeavour Academy have, or are working towards, Qualified Teacher Status and come from a variety of educational backgrounds. The Principal has the National Professional Qualification for Headteachers.</p> <p>All staff are trained in Team Teach and Positive Behaviour Support to enable them to understand what may cause challenging behaviour and how to de-escalate that safely with the maximum of care. Refresher training on supporting learners with challenging behaviours is half-termly and focused on the needs of young people at Endeavour</p> <p>All staff receive annual mandatory safeguarding training alongside termly safeguarding refreshers which focus on the needs of young people at Endeavour. The Designated Safeguarding Leads are all trained to Level 3 through the Oxfordshire Safeguarding Children Partnership.</p> <p>In addition, Continuous Professional Development for staff is a key element of working at Endeavour and staff are encouraged to develop their own skills. Several staff have received training to allow them to be Mental Health First Aiders and others have been trained in trauma informed practice.</p> <p>Endeavour Academy makes good use of therapeutic interventions and has an on-site qualified Occupational Therapist (OT) and Speech and Language Therapist (SALT). The teams link with key staff to develop their own expertise in specific areas of intervention, and both therapies are involved in general and specific school staff training, and parent workshops.</p> <p>In addition, the school has a part-time Music Therapist and engages a wide range of practitioners to meet the needs of individual pupils. The school works closely with professionals in other services across Social Care and Health teams in particular.</p>

<p>What is the school's approach to teaching learners with SEN, and the additional support that is available to them?</p>	<p>Teaching at Endeavour is highly adapted and personalised to each individual pupil. High staffing ratios in each class (approximately 6 staff:8 learners) support teachers, HLTAs and TAs in developing a deep understanding of the needs of each individual pupil; their likes, dislikes, triggers and what will help them when they are dysregulated. Teaching and learning is then adapted to take account of the needs of each pupil. When they are able, learners are encouraged to work with each other to develop interpersonal skills.</p> <p>There is a strong emphasis across the school on blending more formal learning with wider experiences which develop the learners' social and emotional understanding. On site, this includes Forest School, Duke of Edinburgh and wider Learning Outside the Classroom alongside visits from peripatetic specialists. There is also a strong emphasis on taking the learners out into the community, from a simple trip to the shops to learn about road safety and managing simple transactions to experiences with local providers which are designed to increase independence and develop skills for adult life.</p>
<p>How do you evaluate the effectiveness of your provision for learners with SEN?</p>	<p>The school evaluates the effectiveness of provision in a variety of ways. There are internal processes within the school, the Local Advisory Board (Governors) and the wider Macintyre Academies Trust to monitor the quality of provision and to identify areas for improvement.</p> <p>External evaluation comes through Oxford County Council Quality Assurance visits as well as our School Improvement Partner. Any areas for development are integrated into the School Development Plan which is monitored regularly by Senior Leaders within the school and Trust, as well as the Local Advisory Board. The school is subject to inspection from Ofsted in line with the School Inspection Toolkit.</p>
<p>How you adapt the curriculum and learning environment for learners with SEN?</p>	<p>Learners at Endeavour follow a bespoke curriculum which meets their learning needs. The curriculum has 4 areas; Independence, Wellbeing, Social Skills and Knowledge, Skills and Understanding and learners are given individual targets from each of these 4 areas which align with their EHCP outcomes. These are reviewed termly and updated through the year. The curriculum is further broken down into strands across different functional areas of learning and is designed to be able to track small steps of progress over time. This framework is based on the Oxfordshire Developmental Journal and the Early Years and Foundation Stage framework and adapted to meet the learning needs of our cohort.</p> <p>Our learning environment comprises 4 classrooms, a sensory room, a soft play room, an Occupational Therapy room and outdoor spaces which include playgrounds, a sensory garden, a Forest School area and an allotment. The post-16 classroom has its own kitchen to support the older learners in developing functional living skills.</p>

<p>What facilities do you provide to help learners with a disability access the school?</p>	<p>The school's accessibility plans are aimed at increasing participation in the curriculum, improving the physical environment and improving the availability of accessible information to learners, staff and parents/carers.</p> <p>As a special school for learners with Severe Learning Disabilities, we are continually working to ensure that we not only meet the needs of our children but provide the best possible education, in an appropriately stimulating environment.</p> <p>Access to the curriculum not only includes teaching and learning but also leisure and cultural activities and school visits. The school has developed communication methods across the school, increasing SALT provision and developing sensory integration methods to aid access to the curriculum through OT provision. All young people can access a range of sensory and therapeutic spaces to support their emotional regulation.</p> <p>We strive to raise the profile of our children in the local community through developing strong links with community organisations and work experience.</p> <p>The school building has wide corridors and doorways and step-free access to all inside areas and playgrounds.</p> <p>The school's accessibility plan can be found on our website.</p>
<p>What support do you offer learners with SEN for their emotional, mental and social development, including arrangements for listening to the views of learners with SEN?</p>	<p>An area of our curriculum is dedicated to pupil wellbeing and learners have access to a range of therapies to support their emotional development. The social skills area of the curriculum facilitates a bespoke approach to teaching social skills and social development. Where applicable students work on their zones of regulation and their regulation tool kit to enhance emotional development and to support them with emotional regulation. RSE and PSHE is embedded into the curriculum and is taught both explicitly and discretely.</p> <p>Each young person has a dedicated link worker; a key adult who can recognise changes in a pupil's emotional, mental and social wellbeing and be a safe space and an advocate for them.</p> <p>A weekly "Compassionate Teams" meeting brings together a range of staff to discuss the wellbeing of individual learners and to put in place appropriate plans and actions to support learners who may be struggling with their mental, social and emotional wellbeing</p> <p>Learners' social development is supported by whole school activities such as Singing Hands, Music for Autism and Friday afternoon enrichment activities. Regular trips to external providers and venues as well as Duke of Edinburgh trips allow learners to socialise with a wider group of peers.</p> <p>Learners are involved in aspects of their day-to-day life where appropriate. In the last year they have been involved in snack choices and lunch menu choices and what trips they would like, as well as their ideas for art and sports activities. Young people have access to communication friendly complaints forms and opinion boards to allow them to express their likes and dislikes.</p>

<p>How do you involve other bodies to meet the needs of the pupil with SEN and to support their family?</p>	<p>The majority of young people have an allocated social worker as a result of their complex needs and the school works actively with social workers to ensure that young people and parents/carers have the support needed. We also work closely with a range of external agencies and professionals including Learning Disabilities Child and Adolescent Mental Health Services (LDCAMHS), the Locality and Community Support Service, transport teams, the Virtual School and the School Nurse to ensure that learners and their families have access to the support they need on an ongoing basis. The school is represented at all statutory meetings for young people such as EHCP reviews, PEP reviews, TAF meetings and Child in Need or Child Protections meetings. We will also convene professionals' meetings if we feel that families require additional support and our Family Footings Coordinator has an active role in advocating for parents and families with professionals.</p>
<p>How can parents complain about the school's SEN provision and how will complaints be handled?</p>	<p>The process for complaints can be found on the school's website or through the link below:  <a href="#">Complaints Policy and Procedure</a></p>
<p>Contact details</p>	<p>Email address: <a href="mailto:endeavour.office@macintyreacademies.org">endeavour.office@macintyreacademies.org</a>  Telephone no: 01865 767766  Website: <a href="https://www.endeavour-academy.org">https://www.endeavour-academy.org</a></p> <p>Safeguarding Lead: Mark Shears/Devon Gaunt  Principal: Mark Shears</p>