Boston Endeavour Academy **Curriculum Policy**
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Care for all
Respect everyone
Encourage each other
Work together

Curriculum Policy

1. Rationale and Aims

1.1 Boston Endeavour Academy is a Special School for children with a variety of special needs and, as such, caters for a very wide range of aptitudes and abilities. Our curriculum is designed to meet the individual needs of our pupils.

1.2 At Boston Endeavour Academy our school Ethos is, Build. Empower. Achieve. Our Values use the acronym CREW for Care Respect Encourage and Work Together.

Our intent is: Together as a CREW we build through care and respect, empower through encouragement and achieve by working together so every child belongs thrives and is ready for life.

1.3 Personalised provision allows teachers to plan in direct response to a pupil's individual needs and interests, taking account of their barriers to learning. Through a combination of, post 16, formal, semi-formal, in-formal pre-formal and EYFS curriculum model approaches, pupils are well prepared for each phase of their education and transition into meaningful, aspirational and independent adult life, well placed to make a positive contribution to life in modern Britain.

1.4 To achieve this the following intentions are applied.

- A broad and balanced curriculum offer, in terms of learning areas and experiences, with clear progression at each stage of learning.
- A curriculum arranged into specific pathways of learning that consider the range of needs and abilities.
- A focus on stages of learning that acknowledges chronological age.
- Engage all learners with adaptations and personalisation through teaching styles and contexts.
- Challenge all learners to achieve their potential, building upon pupils' individual strengths, needs and abilities.
- Nurture the talents of all and celebrate success.

- Consistent opportunities to develop communication skills using preferred methods to communicate with staff and peers.
- Opportunities to promote spiritual, moral, social and cultural developments.
- Preparation for Adulthood is embedded throughout all curriculum pathways and focuses on developing communication, independence, community inclusion, employability, healthy living and self-advocacy.
- Regular attendance is essential to ensure pupils access the full curriculum offer, develop continuity in learning and make sustained progress over time.
- Effective communication underpins all areas of the curriculum. Pupils are supported through a range of communication approaches appropriate to their age, stage of development and individual needs. These may include spoken language, symbols, signing, AAC technology, objects of reference, gestures, photographs and sensory cues. Through this personalised approach, pupils are enabled to access learning, develop relationships, express preferences and increase their independence.
- Reading is prioritised throughout the curriculum, and pupils are provided with developmentally appropriate opportunities to develop reading skills. This may include phonics, shared reading, sensory stories, communication-focused reading activities, functional literacy and engagement with a range of texts appropriate to individual needs and abilities.
- Pupils working below the standard of the National Curriculum and not engaged in subject-specific learning are assessed through the Engagement Model, focusing on exploration, realisation, anticipation, persistence and initiation.

1.5 The Curriculum Offer

The curriculum is divided into six pathways:

Early Years/Key Stage One, Pre-formal, Informal, Semi-formal, Formal and Post-16 and our class groups are devised according to age and how our pupils learn.

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Curriculum Pathway	EYFS/Key Stage One	Pre-Formal	Informal	Semi-formal	Formal	Post 16
Summary Needs	All Needs Additional physical, health, sensory sensitivities and emotional regulation needs.	Profound and Multiple Learning Difficulties Additional physical and health needs. Complex sensory sensitivities and emotional regulation needs.	Complex Severe Learning Difficulties/Autism Spectrum Development Complex communication needs Complex emotional/sensory regulation needs. Significant attention issues	Severe learning difficulties/Autism Spectrum Condition Additional sensory sensitives and emotional regulation needs	Moderate learning difficulties/Autism Spectrum Additional sensory sensitivities and emotional regulation needs Working below age related expectations National Curriculum Year 1 and above	All Needs Additional physical, health, sensory sensitivities and emotional regulation needs. Preparing pupils for life after BEA (supported living or in the community)
Pedagogy	Process-based learning and Early knowledge and skills-based learning	Process-based learning	Process -based learning	Early Knowledge and skill-based learning	Knowledge and skill-based learning	Process-based learning and Knowledge and skills-based learning
Approach	Personal Learning Goals Child Initiated learning	Personal Learning Goals Personalised Learning through Engagement	Personal Learning Goals Personalised Learning through Engagement and Regulation	Personal Learning Goals Developing Mastery through Assessment Outcomes	Personal Learning Goals Knowledge and developing skills for adulthood	Personal Learning Goals Accreditation Developing skills for adulthood
Integrated Learning	World Experience – International Days, STEM experiences, Communication, Interaction, Problem Solving, SMSC, British Values, Careers					
Areas of Learning	Early Literacy, Communication and Language, Maths and Cognition, Personal Social and Emotional Development, Understanding the World,	Communication and Interaction Cognition and Learning Social Emotional and Mental Health Sensory and Physical Therapies	Communication and Interaction Cognition and learning including maths Social Emotional and Mental Health	English (including reading) and Communication. Maths and Cognition PSHE Relationships and Sex Education	English (including reading) Mathematics Computing PSHE Career Education Relationship and Sex Education	English Maths Citizenship Life Skills Technology RSE PSHE PE

	Physical Development, Expressive Arts		including regulation. Therapies Forest School Sensory Cooking	Physical Development Expressive Arts and Design Forest School Cooking	Enterprise Humanities (History, Geography and Religious Education) Science Forest School Physical Education Art and Design Design Technology Food Technology Music	

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1.6 Curriculum Pathway Intentions

Curriculum Pathway	EYFS/Key Stage One	Pre-Formal	Informal	Semi-formal	Formal	Post 16
Communication and Interaction	Develop communicative intent. Develop positive relationships. Have, Create and Become Communication and Interaction Partners Have positive interactions. Work with therapists and professionals to implement recommendations	Develop communicative intent. Develop positive relationships. Have positive interactions. Develop the use of assistive technology to support with accessibility	Develop communicative skills. Develop effective and functional communication. Develop positive relationships. Have positive interactions. Develop social elements of play. Develop the fundamentals of communication	To have an effective and functional communication system To interact in socially acceptable ways with familiar and unfamiliar people To develop social elements of play supporting imaginative and spontaneous playful behaviour	Develop confidence to communicate and interact within diverse and multicultural society. Interact in socially acceptable ways with familiar and unfamiliar people. To develop speaking and listening skills	Develop confidence to communicate and interact with a multicultural society and interact in socially acceptable ways to ensure the community access.
Cognition and Learning	Attend and concentrate. Develop Play Skills Increase attention. Develop appropriate responses. Increase early knowledge	Increase awareness of surroundings. Increase attention. Develop consistent responses. Develop areas of engagement	Increase awareness of surroundings. Increase attention and focus onto adult led activities. Develop the areas of communication	Have the ability to attend and concentrate. To be able to retain and retrieve information for functional use. To be able to choose and apply logical thought processes and problem solve	Become a confident reader. Develop organisational skills. Develop methods to retain and retrieve information. Develop accreditation that supports access to further education.	Develop skills and knowledge to prepare for life after BEA and where possible work opportunities.
Social Emotional and Mental Health	Create social opportunities. Recognise emotions. Develop self-regulation strategies.	Show enjoyment in social opportunities.	To develop tolerance and awareness of self and others	To be able to recognise own and others' emotions	Express emotions in a socially accepted way	Utilise self-regulation strategies to express emotions in a socially acceptable way.

	Develop self-expression. Have a sense of belonging	Develop a sense of belonging and identity	Develop regulation skills. Develop socially acceptable responses. Develop a sense of self and identity.	Develop effective coping strategies for self-regulation develop socially acceptable responses and self-expression. To have healthy relationships and understand consent	Utilise strategies for self-regulation. Develop strategies to reduce anxiety and overcome change. Tolerant and respectful of others Have healthy relationships and understand consent	Develop the skills to access community facilities to lead and enriching life. To establish and maintain healthy relationships
Sensory and Physical Development	Develop physical abilities. Increase Engagement Increase awareness of the physical world around them	Develop physical abilities. Work with therapists and professionals to implement recommendations. Engage in a sensory rich environment. Increase tolerance and awareness of sensory input	Develop Gross and Fine Motor skills. Develop Core Skills Develop sensory tolerance and awareness. Develop appropriate sensory strategies.	Recognise their own and others emotions. Effective strategies for self-regulation Develop socially accepted responses to situations. Develop appropriate self-expression. Develop understanding and tolerance of others. Have healthy relationships and understand consent	Independence in life skills personal care, healthy choices Tolerance to sensory difference Develop fine and gross motor skills	Develop physical abilities to maintain good health and access to community services

1.7 Curriculum Pathway Bridging

There are instances, given a child's learning profile, where one pathway is not suitable to meet all educational needs. Acknowledging these individuals or groups of pupils will bridge between curriculum pathways allowing all their educational needs to be effectively met.

Bespoke Individualised Offer - at times a pupil(s) may require a bespoke and individualised offer. This is in response to their emerging needs with the aspiration of engaging the pupil(s) fully in an appropriate curriculum pathway in the near future.

Reason for Bespoke Individualised Offer	Intent	Implementation	Impact
Pupil may cognitively be in any of the six curriculum pathways but are unable to access the curriculum due to significant social, emotional, sensory, and/or mental health needs. Inability to engage in a directed task due to fleeting attention, limited motivators, rigid and obsessive behaviours due to significant cognitive delay and/or significant rigidity of thought. Potential exposure to current or historic trauma. Challenges with attachment. May exhibit emotional based school avoidance. Daily high levels of emotional distress due to difficulty in self-regulating, leading to self-injury and extreme behaviours and potential dangerous behaviours to others.	Develop a positive response and increased attendance in classroom-based learning. Develop confidence and trust in adults and children. Develop positive social interactions between adults and peers. Develop strategies for self-regulation that reduce anxiety and increase confidence. Develop strategies for effective communication of emotions and needs. Develop tolerances for new environments and experiences.	Bespoke timetable that focuses on. Strengths Differences Profile of ability Special Interests Wellbeing Enhanced access to necessary intervention Adjustments to expectations and environment. Support from multi professional teams e.g. CAMHs	Reintegration back into classroom-based learning A reduction in distressed and/or challenging behaviours. A reduction anxiety A reduction in multi professional access. Increased self-esteem. Increased confidence Improved emotional awareness.

Hyper vigilance and heightened anxiety throughout the day. Inability to transition from one activity to another (or another space). Significant difficulties in tolerating the presence/proximity of others due to significant sensory sensitivities, requiring individual space to regulate. High level of sensory seeking behaviours including spitting, smearing, climbing, stripping.	To increase the social, emotional, and mental health and wellbeing.		Improved engagement with adults and familiar peers Improved concentration and participation in learning Increased range of strategies for self-regulation. Improved independent skills. Improved attendance

2.Inclusive Curriculum

2.1 BEA is committed to offering an inclusive curriculum. Everything the school does is considered part of the curriculum offer. All pupils have equal access to the curriculum with suitable adaptation and personalisation where necessary. No pupil is excluded from any school activity because of financial constraints, special educational or physical needs. Teachers meet the individual needs of their class through a clear assess, plan, do review model. To do this, teachers require access to a range of documents to be able to understand the pupils needs and consistently communicate and respond to progress.

- What matters to me document
- Professional Plans
- Medium Term Planning
- Long Term Planning
- Pupil Risk Assessments
- Behaviour Support/Management Plans
- Sensory Profile
- Intimate Care Plan
- Moving and Handling Plan
- Individual Health Care Plan
- Personal Emergency Evacuation Plan
- Personal Learning Goals

3.Teaching British Values

3.1 The DfE have recently reinforced the need to "create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." These values are reinforced regularly throughout the curriculum delivery. Pupils learn about,

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different Faiths and Beliefs

This is achieved through celebrating community and national events, links with the local community, assemblies and being part of the international schools project.

4.Spiritual, Moral, Social and Cultural Development

4.1 At BEA we recognise that the Spiritual, Moral, Social and Cultural development of pupils plays an important part in their ability to learn and achieve. We aim to

provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

5. Wider Curriculum Opportunities and Educational Visits

5.1 A wide range of wider curriculum opportunities and educational visits are planned and used to enhance the curriculum experience.

This includes visiting speakers, visiting professionals, workshops, experience days, visits to museums, exhibitions and galleries and visits to purposeful locations linked to curriculum intentions.

6. Subject Champions.

6.1 All subject champions work with leaders to create subject specific related policies. These include assessment, planning, delivery, recording, monitoring and the reporting of their subject throughout the school. Champions are responsible for writing curriculum development plans with the support of senior leaders which reflect provision and the development of the subject.

7. Overarching Impact

7.1 The curriculum offer at BEA challenges, engages and motivates learners and their personal successes are demonstrated not only through pupil achievement and outcomes but through the social and emotional milestones achieved. The curriculum, as outlined above, ensures all pupils:

• Access, enjoy and engage with a broad, balanced and relevant range of activities designed to develop both skills, understanding and competencies.

• Successfully move on to a range of post 16/19 education and adult social care providers.

• Where appropriate, achieve accreditation and/or qualifications that enables them to continue their learning journeys into adult life.

• Leave with maximised communication, confidence, self-help and independent life and living skills required for adulthood.

• Develop knowledge of and build links within the local community thus developing knowledge of, and ability to access, local services.

• Prepares pupils for life after BEA to take their place in a modern and culturally diverse society where British Values are underpinned.

8 Roles and Responsibilities

8.1 The Head teacher will ensure that:

• All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed.

• Where appropriate, the individual needs of some pupils are met by disapplication from the national curriculum and the use of statutory guidance of the engagement model.

• The local school board is fully involved in decision making processes that relate to the breadth and balance of the curriculum.

• The local school board is advised on strategic targets to make informed decisions.

• Develop a timetable that allows the delivery of the curriculum.

• Regularly review the curriculum in line with national and local developments.

8.2 Senior leaders will ensure that:

- They have an oversight of curriculum structure and delivery.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with the leadership team on a regular basis and that action is taken where necessary to improve these.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of pupils.
- Assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment.

- All relevant information/data is shared with the admin team. This includes meeting deadlines related to exam entries etc.

- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

- Long- and medium-term planning is in place for each subject. Such schemes of learning will contain curriculum detail on context, expectations, key knowledge and skills, learning objectives, success criteria, learning activities, differentiation and resources.
- Schemes of learning have clear progression maps.

- Pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.

8.3 Subject Champions will ensure that:

- They share best practice with other colleagues in terms of curriculum design and delivery.

- Manage resources and equipment around school.

8.4 Teaching staff and learning support staff will:

• Ensure that the school curriculum is implemented in accordance with this policy.

• Keep up to date with curriculum knowledge, skills and pedagogy.

• Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils.

• Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.

• Participate in high-quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.

• Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

8.5 Pupils will:

• Be treated as partners in their learning, contributing to the design of the curriculum.

• Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.

• Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

• Receive quality information, advice and guidance that supports decisions about their next steps.

8.6 Parents and carers will:

• Be consulted about their children's learning and in planning their future education.

• Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives. Confidence will be assured through regular communication including parent surveys and pupil voice.

• Be informed about the curriculum on offer and understand the rationale behind it.

Appendix i- BEA Pre-Formal Curriculum on a Page

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BEA PRE-FORMAL CURRICULUM

Together as a CREW, We Build, Empower and Achieve

INTENT
The Pre-Formal Curriculum is designed for pupils with profound and multiple learning difficulties, complex medical needs, physical disabilities and significant sensory and communication needs. The curriculum is highly personalised and focuses on helping pupils be happy, healthy, safe and connected to the world around them.
The **Pre-Formal Curriculum has a stronger therapeutic focus**, with learning shaped around each pupil's medical, physical, sensory, communication and wellbeing needs.
Through our CREW values of **Care, Respect, Encourage and Work Together**, we aim to develop:

- Communication and interaction
- Awareness and engagement
- Physical wellbeing and comfort
- Independence and choice making
- Relationships and connection

PUPIL-INFORMED
BEFORE EVERY ACTIVITY (BEA), CONSIDER THE PLG
Every pupil has a unique curriculum built around:
Every lesson has an individual focus for each child. No two timetables are exactly the same because provision is adapted to meet each pupil's specific physical, medical, sensory and developmental needs.

CURRICULUM DESIGN
Each pupil's personalised Pick and Mix curriculum is built around four key areas:
My Communication
My Attention and Understanding
My Body and Mind
My Physical Wellbeing

Personal Care and Independence
Professional recommendations and therapeutic programmes are embedded throughout the school day rather than taught separately.

OUR PEDAGOGY
REGULATE → CONNECT → COMMUNICATE → ENGAGE
Our approach is therapeutic, sensory and relationship based. The focus is not on subject content but on developing engagement, communication, awareness, physical wellbeing and quality of life.

PROGRESSION
Progress is measured through pupils' increasing engagement, awareness, communication, physical development and independence.

- PLGs and Pick and Mix are reviewed three times each year.
- The Learning Circle provides an annual summative assessment.

IMPACT
We aim to develop young people who:

- Communicate preferences, wants and needs.
- Build trusting relationships and engage with people and experiences.
- Develop greater awareness of their world.
- Improve physical comfort, mobility and wellbeing.
- Make choices and show preferences.
- Feel safe, valued and understood and Experience belonging and quality of life.

Appendix ii-BEA Informal Curriculum on a Page

BEA INFORMAL CURRICULUM

Together as a CREW, We Build, Empower and Achieve

INTENT
At BEA, the Informal Curriculum provides a highly personalised learning journey for pupils working before the National Curriculum. Learning is centred around each child's **Personal Learning Goals (PLGs)**, ensuring all experiences, interactions and activities are meaningful and purposeful.
Through our CREW values of **Care, Respect, Encourage and Work Together**, we prioritise:

- Communication and interaction
- Emotional regulation and wellbeing
- Shared attention and engagement
- Sensory exploration and play
- Physical development and independence
- Relationships and connection

Our aim is to build the foundations for learning, independence and participation in the wider community.

PUPIL-INFORMED BEFORE EVERY ACTIVITY (BEA), CONSIDER THE PLG
Every activity, interaction and experience is planned around individual Personal Learning Goals, ensuring learning is relevant to each pupil's strengths, interests and developmental needs.

- **Personal Learning Goals (PLGs)** are reviewed three times each year.
- The **Learning Circle** provides an annual summative assessment, helping us identify achievements, next steps and long-term progress.

CURRICULUM DESIGN
Learning is delivered through interconnected areas:
Communication & Interaction
Physical & Sensory Development
Discover
Nature & Community
Holistic Development

OUR PEDAGOGY

REGULATE → CONNECT → COMMUNICATE → EXPLORE → ENGAGE

Our curriculum is built upon a sensory, communication-rich and relationship-centred approach.
We achieve this through:

- Low-arousal, nurturing environments
- Shared attention and intensive interaction
- Sensory exploration and play
- Consistent routines and visual supports
- Real-life experiences and meaningful interactions
- Responsive adult support

Learning is adapted to each pupil's needs, allowing them to access experiences at their own pace whilst developing communication, engagement and regulation.

IMPACT
We aim to develop young people who:

- Communicate their wants, needs and feelings.
- Build trusting relationships to increase belonging.
- Share attention with others by feeling safe.
- Regulate emotions more effectively.
- Develop increasing independence.

Appendix iii- BEA Semi-Formal Curriculum on a Page

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BEA SEMI-FORMAL CURRICULUM
Together as a CREW, We Build, Empower and Achieve

INTENT
A broad, balanced, relevant and meaningful curriculum that prepares pupils with complex learning and communication needs for adulthood, independence and community participation.
Through our CREW values of **Care, Respect, Encourage and Work Together**, we develop pupils who can:

- Communicate effectively
- Build positive relationships
- Keep themselves safe
- Develop independence
- Participate in their community
- Lead meaningful and fulfilling lives

Our curriculum is pupil-informed and explicitly teaches communication, self-advocacy, relationships, safety, and awareness of vulnerabilities, including exploitation, coercion and isolation.

CURRICULUM DESIGN
Core Curriculum Reading • English • Mathematics • STEM • Humanities
Pupil-Informed Curriculum PSHE • RSE • Life Skills • Physical Development
Community & Creative Curriculum Creative Arts • Music • Enrichment

Together these develop communication, literacy, numeracy, independence, wellbeing, creativity, employability and community participation.

OUR PEDAGOGY
ENGAGE → CONNECT → EXPLORE → APPLY → CONSOLIDATE
Learning is practical, experiential and engaging because many learners require tangible objects, real experiences and meaningful contexts to bring learning to life, through:

- Practical, hands-on learning
- Explicit teaching of Priority Language
- Linking new learning to previous learning
- Carousel activities to revisit, practise and apply skills
- Repetition and retrieval to strengthen recall
- Applying learning in everyday contexts

PROGRESSION
Progress is celebrated through:
Emerging → Developing → Secure → Mastered
Alongside long-term development:
Beginning → Progressing → Consistent → Skilled

IMPACT
We aim to develop young people who:

- Belong within their community
- Communicate confidently
- Build positive relationships
- Stay safe and healthy
- Manage risks effectively
- Develop life and employability skills
- Show resilience and self-belief
- Transfer learning into everyday life

Appendix iv- BEA Formal Curriculum on a Page

BEA FORMAL CURRICULUM

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Together as a CREW, We Build, Empower and Achieve
INTENT
A broad, balanced, relevant and meaningful curriculum that prepares pupils for adulthood, belonging and participation within their communities.
Through our CREW values of **Care, Respect, Encourage and Work Together**, we develop pupils who can:

- Be as independent as possible
- Keep themselves safe and make informed decisions
- Build positive relationships
- Access future education, employment and training
- Contribute positively to their communities
- Lead healthy, purposeful and fulfilling lives

PUPIL-INFORMED
Our curriculum reflects the strengths, needs and aspirations of our pupils.
We explicitly teach knowledge and skills linked to:

- Safety and risk management
- Relationships and self-advocacy
- Community participation
- Online safety
- Exploitation, isolation and coercion awareness

CURRICULUM DESIGN
CORE CURRICULUM
English | Mathematics | Science | Humanities
Developing communication, literacy, numeracy, critical thinking and understanding of the world.

LIFE-READY CURRICULUM
Life Skills & Cooking | PSHE | RSE | REACH | PE
Developing independence, employability, wellbeing, safety and citizenship.

CREATIVE CURRICULUM
Art & Drama | Music | Multimedia
Developing creativity, self-expression, hobbies, leisure interests and cultural participation.

OUR PEDAGOGY
GET CURIOUS → LEARN → APPLY → CONSOLIDATE
Get Curious Engaging hooks, Real-life relevance
Priority Language Explicit vocabulary teaching, Developing communication and understanding
Steps to Success Clear expectations, Pupils understand what success looks like

Practical Learning

- Hands-on experiences
- Meaningful application of learning
- Opportunities to practise and embed skills

IMPACT
We aim to develop young people who:

- Belong in their community
- Communicate confidently
- Build positive relationships
- Stay safe and manage risks
- Develop employability and life skills
- Grow in independence and resilience
- Contribute positively to society