

2024-2025

ALP

Adventurous Learning Programme

Meet the Team



To find out more...



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Who is Endeavour's Adventurous Learning Programme for?

Endeavour's ALP is tailored to support learners

who

- have social anxiety
- lack confidence
- have social, emotional and mental health needs
- have low aspirations
- have low school attendance
- have experienced a breakdown in relationships at their school

who would benefit from

- learning outside the classroom
- learning in a smaller, less formal setting
- learning in a more practical way
- having some respite from school

who have a keen interest in

- outdoor activities
- vocational training
- academic and life skills work

who aim to

- rebuild positive relationships with adults

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Endeavour Curriculum Overview

Our curriculum is grounded in the complex needs of our learners; the majority of our learners experience some degree of exclusion from the classroom, and some element of SEMH or anxiety-based school avoidance. Our key aims are to increase our learners' resilience, self-esteem, and ability to interact socially with their peers, to enable a successful return to the classroom, or a confident transition into their post-16 destination.

Foundations

- Trauma Informed approach – incorporating principles of Protect, Relate, Regulate, Reflect and Repair in the environment and adults' relationships with learners
- Nurture Group Principles – importance of naming and talking about emotions, and managing transitions (both daily and at key stages in life).
- New ways of succeeding, to re-engage and rebuild self-confidence

Areas and strategies

- Unstructured social time – one period (or more) every day – let loose, and allowed to fail safely, under supervision but not with direct staff direction. Encouraging social skills (maintaining and repairing relationships, assuming different roles within imaginative play).
- Emotional literacy – learning how emotions 'feel', and regulation (starting with co-regulation with a trusted adult, and building independence through developing self-regulation strategies).
- Managing transition between activities and at the end of the day; we find this really helps learners with demand-avoidant profiles.
- Sensory play and experiences – particularly in water! This encourages immersive learning experiences and the experience of 'flow'.
- Immersion in nature – therapeutic connections in nature, particularly helpful for learners with ADHD. Easier to regulate in natural environments, and emphasising connections with other animals (as a means of soothing and regulating).
- Personal development through adventure – exploring outside of comfort zones, following a 'plan-do-review' model for engaging learners with activities, and allowing them to set their own objectives for each session.

Outcomes

- Improved social skills - we report observations on a daily basis, and track progress on a termly basis using Doyle's Reintegration scale.
- SEMH growth- interventions that are specific to the needs of our learners, leveraging the positive relationships built by staff with our learners, which result in growth.
- Building cultural capital – with experiences and exposure; including visits to parks, museums, and the Peak District, or discovering recipes from around the world
- Increased self-confidence – raising our learner's belief in their own abilities, and understanding themselves.
- Broader employability opportunities – specific work insight or experience in sectors that engage, inspire, or excite our learners.

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Primary and KS3 Assessment Framework

We think our KS2 and KS3 learners benefit from a similar approach - our older KS2 learners are preparing for the transition into Secondary, and we often find our KS3 learners have struggled with this transition. Our setting works with very small groups and re-establishing strong relationships with adults to provide a nurturing context for personal development.

We use Doyle's readiness scale for reintegration to plan and assess learner's progress towards reintegrating back into the classroom. Personal targets are set in these key areas: self-control, social skills, self-awareness, self-confidence. Specific interventions and strategies are incorporated in individual positive behaviour management plans.

We track learners' social awareness and ability to follow institutional and social rules, engagement with sessions, relationships with peers and adults, physical and emotional resilience, and document progress against these targets per session. We review learner's progress on a half-termly basis.

For KS3 learners, we also use the Skills Builder framework alongside learners, to give them some agency in their development in these areas. Targets are broken down into easily-understood steps, and further targets encourage further development.

KS4 Assessment Framework

For KS4, our programmes aim to inspire and engage for their post-16 journey, supporting learners to identify their own strengths, and giving them the tools to succeed in the future. We focus on social skills, self-awareness and reflection, and confidence, within a nurturing environment

Personal targets are set based on outcomes listed in EHCP (or similar documents), in combination with concerns and ambitions gathered in the student's own words. We link these to elements of the Skills Builder framework, to build progression in simple and easily-understood steps.

We track learners' social awareness and ability to follow institutional and social rules, engagement with sessions, relationships with peers and adults, physical and emotional resilience, and document progress against these targets per session - each session starts with objectives agreed with staff and learners, and ends with a review of progress against these objectives. We review learner's progress on a half-termly basis.

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BRAND NEW...

FOREST SKILLS

Utilising many years' experience of delivering high quality woodcraft and survival activities we are run a brand-new Forest Skills AP this academic year. Delivered from our beautiful garden space, our cosy wooden outdoor classroom and from locations in and around Sheffield and the Peak District - participants are able to take part in, as well as develop personal and educational skills through bushcraft, outdoor cooking, shelter building, fire making, and other forest skills activities.

These sessions are proving popular – so get in touch to find out more and secure your place!

This delivery is being quality assured through our existing high quality bushcraft and outdoor activities protocols and risk assessments. From late 2025, following further training from “The Nature Box”, our Forest Skills programme will become a formal Forest School.



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Endeavour AP Programmes

- Adventurous Exploration
- Culinary Horizons
- Nurturing Futures
- Forest Skills

• **COMING SOON - WATCH THIS SPACE!!!**



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Adventurous Exploration

For: KS3 and KS4

Offer: Outdoor Activities

Day: Ask us for availability

Time: 9:30 - 15:00

Do you know someone who....?

- has a keen interest in outdoor activities such as
 - canoeing
 - caving
 - climbing
 - walking
 - abseiling
 - navigation
- is a practical learner
- would benefit from a personal development focused curriculum
- would be interested in achieving
 - a John Muir Award
 - a Sectional Duke of Edinburgh Award
 - a National Navigation Award
 - AQA UAS Units

...refer them to Endeavour's Adventurous Exploration AP



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Culinary Horizons

For: KS3 and KS4

Offer: Catering Vocational Training

Day: KS4 Wednesday. Ask us for our KS3 availability.

Time: 9:30 - 15:00



Do you know someone who....?

- has a keen interest in cooking baking or a future in catering
- is a practical learner
- wants to build up their transferable employment skills
- would benefit from a vocational skills based curriculum
- would be interested in achieving
 - a first aid qualification
 - a food hygiene qualification

...refer them to Endeavour's Culinary Horizons AP

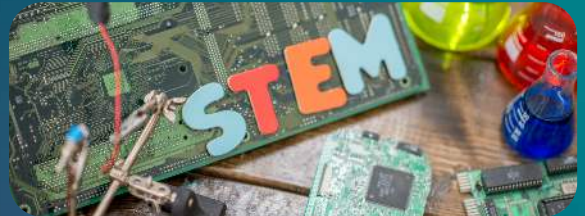
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Nurturing Futures

For: Primary and KS3
Offer: Personal Development
Day: Tuesday - Friday (ask for availability)
Time: 10:00 - 14:00 (Primary)
09:30 - 15:00 (KS3)



Do you know someone who....?

would benefit from:

- nurture-based small group work
- exploring the natural world
- outdoor adventures
- learning literacy and numeracy in embedded topic-related tasks
- STEM project work
- cultural heritage experiences
- cooking and baking



would be interested in working towards

- RSPB Wild Challenge
- AQA UAS Units



....refer them to Endeavour's Nurturing Futures AP



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Forest Skills

For: Primary, KS3 and KS4
Offer: Personal Development
Day: Tuesday - Friday (ask for
Time: availability)
10:00 - 14:00 (Primary)
09:30 - 15:00 (KS3 and KS4)



Do you know someone who....?

would benefit from:

- nurture-based small group work
- exploring the natural world
- outdoor adventures
- learning whilst getting their hands (and faces!) dirty
- child led play and exploration
- learning literacy and numeracy in embedded topic-related tasks
- STEM project work



would be interested in working towards

- RSPB Wild Challenge
- AQA UAS Units

...refer them to Endeavour's Forest Skills AP



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Feedback

From Schools

“Endeavour wasn't just an alternative provision for A. It has given him the opportunity to engage in so many social experiences and extra curricular activities. Once he started at Endeavour, we saw a difference in A's engagement in school. He loved telling us about what he got up to on his days at Endeavour, and his experiences gave us something to hook his personalised learning onto in school. Endeavour had a positive impact on A's mental health and his social engagement. His days with Endeavour complimented his days in school and contributed towards a timetable that worked for him whilst his family went through the tribunal process and finally getting his place at a specialist provision.”

Primary School feedback

“M has settled back in well to school. I feel he had a positive experience at your placement and it provided a circuit breaker in the middle of the week which meant he was more able to regulate and cope with school the other 4 days.”

Primary School feedback

“Thank you for everything you have done to support B. The communication has been fantastic including weekly updates of B's progression with his goals including social skills and relationships with staff. You have been extremely accommodating for B's needs including the offer and provision of 1:1 to ensure B can access the AP due to his attachment needs with mum. Thank you so much for your ongoing support for B throughout his time with you. It enabled him to access a setting after significant time out of education due to his social emotional and mental health needs.”

Secondary School feedback

From Learners

“I will never forget you guys, you challenged me to challenge myself. I am so grateful for your guidance. You've helped me become a more confident person. You have made a massive difference to my life, thank you.”

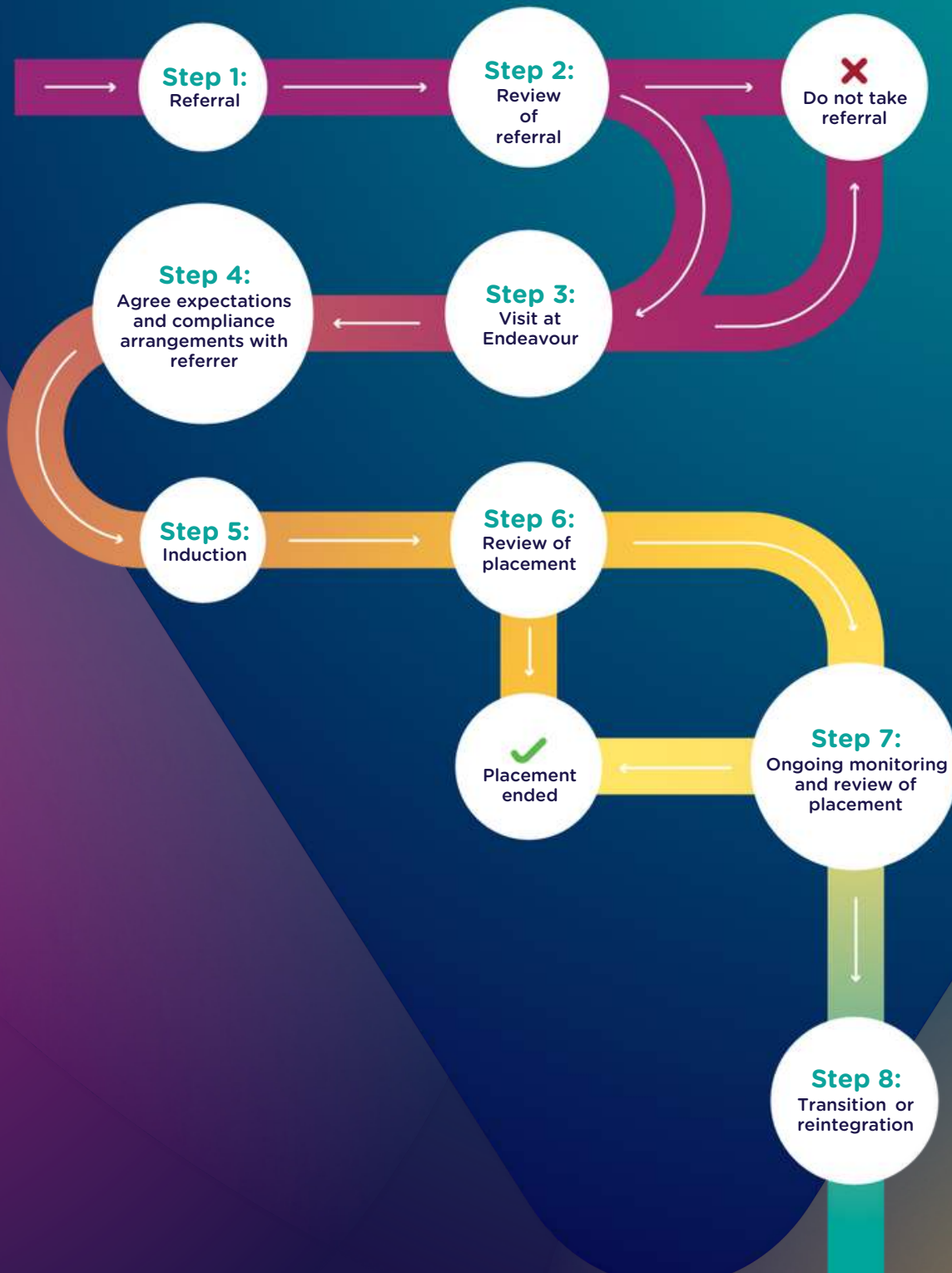
Madison, age 16

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Referral Process



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Expectations of Referrer

Have overall responsibility for safeguarding for the learner.

Develop a plan for reintegration or transition with Endeavour that is agreed with the referrer, Endeavour, the family/carer and the learner.

Share any targets set for the learner.

Share any outcomes set for the learner.

Develop and review the learner's ILP in conjunction with Endeavour.

Collaborate, support and share information as necessary.

Visit the learner at agreed intervals to check-in with the learner.

Provide contact details of someone at the school Endeavour will be able to get through to if support is needed.

Expectations of Endeavour

Share all safeguarding disclosures and concerns with the referrer.

Provide a high degree of support at all times.

Help the learners set personal targets and review them regularly.

Maintain regular contact with the Progressions team/ schools/ referrer.

Give clear directions during activities and learning sessions.

Provide appropriate work, activities and challenges.

Provide opportunities for the learner to achieve.

Advocate for the learner.

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FAQ

Safeguarding Concerns and Disclosures

All safeguarding concerns and disclosures shared during education hours will be shared with the referring school (or organisation) as soon as practically possible taking into account the immediate safety and wellbeing of learners. Any disclosures or concerns outside of education hours of an urgent nature will be shared with the SCSP. An update and handover to the school will be provided the next working day.

What to Wear

Learners should wear clothes that are comfortable and practical. All activity PPE will be provided by Endeavour.

English, Maths and Science on Outdoor and Vocational Days

Endeavour is an alternative provider that aims to provide a safe, enabling environment for young people. We do not aim to replicate a school environment. Elements of English and Maths are embedded into delivery, where appropriate, but are not the main focus of these programmes.

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FAQ

Qualifications and Accredited Outcomes

Whilst at Endeavour, learners will be supported to work towards accredited outcomes and qualifications dependent on their individual aspirations, their ability to engage with academic work and the programme they are referred onto. All entry fees and associated costs stand with the referrer. Endeavour is a GCSE registered centre, however we are not offering GCSE's this academic year.

Reintegration Back into School

Where the plan is for the learner to go back into school, we will work in partnership with them and the school, setting and reviewing milestones on their journey to reintegrate successfully. Regular review meetings are expected to form part of this process.

Lunch

Bringing a packed lunch is advised. Where appropriate, we encourage and support all our young people to gain independent living skills, such as cooking.

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Training days

If school is closed for training days, the learner should not attend Endeavour, as there will not be any safeguarding support.

IAG

Learners can have access to IAG whilst at Endeavour.

Transport to Endeavour

The learner, their family/ carer and the referrer are responsible for the learner getting to and from Endeavour.

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