

#### **Beliefs**

At the Quest Academy we believe that all students should receive educational opportunities that enable them to reach their academic potential and develop personal and social skills that will enable them to make an active and positive contribution to the community in adult life.

All students should be encouraged, valued and accepted whatever their individual abilities, needs and aspirations.

This responsibility lies at the heart of the work of all staff within the context of their roles and duties.

Students make the greatest progress and achievement if they are active partners in those activities provided to bring about their success. To support this the Academy is committed to engaging all students in a dialogue about their learning, what actions they need to improve, their achievements and any additional support or intervention they should require.

The Academy is best able to support each student when there is a strong partnership between the Academy and their parents/carers. To support this the Academy is committed to listening to, supporting and empowering parents and carers to make a full contribution to decision making relating to their child.

The Quest Academy will use its best endeavours to ensure that students with SEND are identified early and that the appropriate provision is made for students with SEND in line with the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEND 0- 25 September 2014.

#### **What is a special educational need?**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

The Quest Academy is committed to meeting the four areas of special need and disability as outlined in the new Code of Practice (SEN): for 0-25

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

#### **How does the Quest identify students with special educational needs?**

The identification of a student as having a special educational need comes from a close examination of the reasons for their under-achievement as identified through the termly progress review cycle.

Students may be identified following a range of strategies which have failed to make an impact on the student's progress and achievement.

Should staff consider that a student may have a special education need then this will be discussed with you and investigated by Mrs Dalaris, Additional Educational Needs Co-ordinator ( AENCO). This may include observing the student in class, assessing his/her understanding of what we are doing in

school and using tests to find out what is causing the difficulty. We will share what we discover with you and agree with you what we can do next and what you can do to help your child. You will be informed before any intervention programme begins and will be involved in regular reviews or information sharing.

Should any specialists or outside agencies need to be involved you will be consulted and all reports and advice will be shared with you.

All students with a confirmed diagnosis of a special educational need will be placed on the Academy's Special Educational Needs and Disabilities (SEND) Register and have an Individual Education Plan (IEP).

The IEP will set out:

- the key special needs issues affecting the student's progress,
- the activities the Academy, parent(s)/carer(s) and external partners will take to address these issues,
- the intended outcomes for these activities,
- the timeframe for the delivery of these activities.
- details of when the plan will be reviewed.

If, the Academy, after consultation with parent(s)/carer(s) and other outside agencies, feels that a student's difficulties are **severe, long-term and not responding effectively** to the intervention and support activities in place on their IEP, a request may be made to initiate an Education Health & Care Plan (Statement)

Education Health & Care Plans replaced Statements of SEND in September 2014. They involve a partnership between parents/carers, the student, AENCO and outside agencies. The AENCO will explain this process to you and show you how to find out more information about this plus give details of useful parent support organisations like Family Lives, which can support you.

### **How does the Quest support Transition from other Schools for Students with Special Educational Needs and Disabilities?**

Students may enter the Academy with special educational needs that have been identified by colleagues in other schools. The Academy's goal is to make this transition as seamless as possible in order to maintain the continuity of support and experience for the student concerned. To this end the Academy will take the following actions to ensure a smooth transition between schools:

- Our AENCO works closely in conjunction with the year 7 Achievement Co-ordinator and Pastoral Manager to liaise with primary schools regarding students with SEND. This enables us to plan appropriate provision, meet with parents/carers and ensure a smooth transition to secondary school.
- Where necessary and appropriate, visit the student's previous school to share first-hand information with the SENCO, parent(s)/carer(s) and the student.
- In addition our AENCO attends the Croydon information transition meeting shared with local primary schools.
- Students with identified special educational needs and/or disability are placed on the Academy's SEND register coded as SEN Support thus enabling information relating to a student's SEND to be shared with staff
- Detailed Individual Education Plans are drawn up giving specific information regarding any special educational needs, recent data and strategies to promote inclusion.
- Rigorous tracking of progress and behaviour enables us to monitor and identify students who may possibly have a special need.
- We also rely on the expertise of subject staff and the knowledge parents and carers bring of their child to enable a swift identification of previously unidentified special needs.

### **What should I do if I think my child has special educational needs?**

Positive parental involvement is always welcome. If you have a concern which is centred around one particular subject area, then you should contact the subject teacher in the first instance. Regular parent evenings with staff also enable you to discuss your child's progress and raise any concerns.

If you are concerned that your child may have special educational needs contact your son/daughter's form tutor immediately.

These concerns will be shared with the AENCO who will contact you, carry out a review of your child with subject staff, examine data and discuss her findings with you to agree the next step.

### **What kind of support will my child receive?**

The Quest Academy offers a range of provision to support students with special educational needs and disability.

These may include any of the following:

- Enhanced differentiation by the subject teacher
- Individually focused support in lessons
- Extra tutorial/academic support after school
- 'Catch Up' sessions
- Homework club
- Inclusion in a structured literacy/ dyslexia programme.
- Inclusion in a structured numeracy programme.
- Individual mentoring
- Additional support in class
- 1-1 English & Maths tuition
- Targeted speech & language group work
- Social skills individual and/or group work
- Emotional literacy individual and/or group work
- Access to a school counsellor
- Behaviour support
- Access to specialist equipment including a laptop if recommended by Occupational Therapy.

In addition the Quest has a range of outside agencies providing targeted individual and group support as well as various projects.

### **Public Examination Access Arrangements**

The Academy will ensure that all students who have an entitlement have the appropriate access arrangements for public examinations. Where appropriate the Academy will assess the reading age and speed, spelling age, writing speed and speed of processing for identified students. Applications will be made to the Exam Boards for the appropriate access arrangements, which include extra time, use of IT, a reader, a scribe or transcription, enlarged papers and signers. These arrangements are required to reflect the usual classroom practice. Parent(s)/carer(s) will be informed of any public examination access arrangements when permission is granted by the examination boards.

### **How will my child be involved and consulted?**

Class teachers will discuss any difficulties your child may be having in their subject and agree what help may be appropriate. Tutors discuss personal targets with students as part of the Academic Tutoring system.

Students with special needs are involved in the review and setting of targets for IEPs.

### **How is teaching and the curriculum adapted to my child's needs?**

Quest teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Lesson planning takes into account individual student needs and requirements. Differentiation is approached in a range of ways to support access and ensure all students can experience success and challenge in their learning.

Classes are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individuals with a long term goal of encouraging and developing independent learning skills.

If required more specific interventions are available to support groups and individuals to develop key areas of their learning and development. See above.

### **How skilled are staff in meeting the needs of my child?**

An on-going programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEN.

Our AENCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEN.

The Quest also seeks advice and guidance from local special schools and other relevant agencies to help school staff meet the needs of your child to review, evaluate and develop provision for students who have the most complex needs.

The Additional Educational Needs Department has specialist staff in the following areas:

- Dyslexia
- Numeracy
- Mentoring
- Behaviour emotional and social Difficulties (BESD)

### **What support is available from outside agencies?**

We are able to seek assessment and/ or access support from a range of external agencies. These include:

#### **Croydon Educational Psychology Service : 0208 604 7300**

Educational psychologists carry out individual cognitive and emotional assessments of students following a consultation request from the school's AENCO. This informs advice and strategies for inclusion in Individual Education Plans. Juliette Daniel is our attached Educational Psychologist.

#### **Children's Occupational Therapy, Crystal Centre : 0208 274 6850**

Croydon Children's Occupational Therapy Service provides therapy, advice, equipment and adaptations for children who have disabilities or difficulties with everyday tasks. The service is based at the Crystal Centre and we also work in a variety of settings including schools, nurseries, Croydon University Hospital and the child's home.

#### **Speech and Language Therapy: 0208 714 2594**

The children's speech and language therapy service works in the community with children who have speech, language, communication and/or eating and drinking difficulties.

#### **CAMHS (Child and Adolescent Mental Health Service): 0203 228 0000**

Croydon Child and Adolescent Mental Health Service provides a comprehensive multidisciplinary service offering:

- assessment
- treatment
- advice
- training
- consultation

#### **Family Lives Parent Partnership Service: 0203 131 3150**

The Parent Partnership Service provides independent information, advice and guidance for parents/carers of children and young people with SEND.

## **Croydon Council SEN: 0208 726 6000**

The full range of local support available to support your child both within and outside school can be found in the Croydon Local Offer for Pupils with SEN:

[London Borough of Croydon: Special educational needs and disabilities SEN:](#)

### **What if my child has a disability or medical need?**

The school building provides easy access for students with disability including ramps, lifts and disabled toilets.

Medical plans are put in place for students requiring additional support for medical conditions.

Confidential information is shared with all staff.

### **How will I know how well my child is doing?**

Provision is regularly reviewed against IEP targets and attainment data to judge its effectiveness.

Subject teachers carry out regular assessments and testing throughout the year. Your child's progress is shared through regular subject reports. You will also be given the opportunity to discuss progress at parents' evenings.

Student planners enable effective communication between home and school.

Annual reviews will be held for students who have a Statement of Special Educational Need or an Education Health and Care Plan. At this meeting targets are reviewed, progress measured, intervention reviewed and new targets set.

Individual Academic Tutoring is carried out by form tutors and reports sent home.

Mrs Dalaris and the AEN department can be contacted to discuss individual needs and progress.

### **What should I do if I am unhappy with my child's support?**

Your first point of contact is usually the form tutor, who may be able to answer queries immediately. However should further clarification be necessary the tutor will direct you to the most relevant member of staff for example the Achievement Co-ordinator, AENCO, Pastoral Manager or subject leader.

If you do not feel that the issues have been issued to your satisfaction please refer to the Quest Complaints Policy on our website.

<http://thequestacademy.org.uk/wp-content/uploads/Complaints-Policy-3-July-2013.pdf>

### **Useful sites:**

#### **Summary of the new Code of Practice: SEN 0 - 25**

<http://www.nasen.org.uk/uploads/publications/284.pdf>

#### **Croydon's local offer:**

[London Borough of Croydon: Special educational needs and disabilities SEN:](#)

#### **Family Lives Parent Partnership Service: 0203 131 3150]**

[Parenting and Family Support - Family Lives \(Parentline Plus\)](#)

The Parent Partnership Service provides independent information, advice and guidance for parents/carers of children and young people with SEND.

## **Roles and Responsibilities**

### The role of the tutor

- To provide intervention and pastoral support where appropriate to students with special educational needs.
- To monitor the progress and achievements of students with special educational needs and disabilities on a day-to-day basis.
- To carry out individual interviews with tutees on a termly basis and inform parents of outcomes.

### The role of the Achievement Co-ordinator

- To ensure that tutors provide appropriate pastoral intervention and support activities to identified students.
- To work with the AENCO to advise on support strategies for inclusion on IEPs for students with special educational needs.
- To work with the AENCO to liaise with parent(s)/carer(s) on support strategies for inclusion IEPs for students with special educational needs.
- To work with the AENCO to liaise with students on support strategies for inclusion on IEPs for students with special educational needs.

### The role of the Pastoral Manager

- To work with the AENCO on pastoral intervention and support strategies for students with special educational needs and disability.

### The role of the subject leader

- To ensure that subject teachers provide appropriate intervention and support activities to identified students.
- To monitor the progress and achievements of students with special educational needs and disabilities within the context of their subject.

### The role of the subject teacher

- To provide termly assessments of student progress, achievement and attitude to learning.
- To provide intervention and support activities that enable identified students to make significant progress, in order to close the gap between current and expected performance.
- To monitor the progress and achievements of students with special educational needs and disabilities within their lessons on a day-to-day basis.

### The role of the AENCO - Additional Educational Needs Co-ordinator

Ms Terry Dalaris is currently the AENCO and it is her responsibility to:

- Work with subject staff to ensure the early identification of students with special educational needs.
- Co-ordinate provision for students with SEN and develop the school's SEND policy.
- To oversee the creation of the Individual Education Plans (IEPs) for those students who have a diagnosed special need or disability.
- Work in partnership with parents/carers to support and review the progress of students with special educational needs.
- Co-ordinate internal assessments of the needs of those students who potentially have special educational needs.
- Liaise with a range of outside agencies outside school who may be able to offer advice, assessment and/or additional support
- Provide specialist advice and facilitate training to ensure staff are skilled and confident in meeting your child's needs.

Further information can be obtained from:

Ms Terry Dalaris, AENCO, Quest Academy: 0208 657 8935

[tdalaris@thequestacademy.org.uk](mailto:tdalaris@thequestacademy.org.uk)