

## The Quest Academy – Coloma Trust

Coloma Trust SEND Information Report September 2015

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### **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 ( SEND Information Report 2014).

### **The AEN Department**

Additional Educational Needs Co-ordinator: Ms Terry Dalaris

Higher Level Teaching Assistant Literacy: Mrs Kelly Hollands

Higher Level Teaching Assistant Numeracy: Mrs Melba D’Mello

Teaching Assistants Statement support:

Mrs Beverley Wheatley

Mrs Heather Barker

Mr Ruud Skipper

Miss Shannon Smith

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 (D).

The 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 (D).

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

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

### **The Quest Facts & Figures**

There were 74 students on the Special Educational Needs & Disability Register during the academic year 2014 – 15. This comprised 12.9% of the students in the Academy.

In line with the new Code of Practice 0-25 issued in January 2015 school action and school action plus have now been replaced with one category, SEN Support.

Education Health & Care Plans replaced Statements of SEND in September 2014. They involve a partnership between parents/carers, the student, AENCO and outside agencies.

Croydon is committed to a 3 year programme of transfer to Education Health and Care Plans however in the academic year 14 – 15 no EHCPs were issued to students attending the Quest.

Students with Statements of SEN make up 1.4% of the entire school population which is less than both the National and Croydon average of 1.9%.

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

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

This is reflected in the range of special needs on the Register and in the content, provision and strategies included in Individual Education Plans (IEPs)

The SEN (D) Register can be broken down as follows:

Year Group	SEN SUPPORT	Statutory Assessment	Statement
7	19	1	5
8	11	0	0
9	9	1	1
10	14	0	1
11	8	0	1
12/13	3	0	0
TOTAL	64	2	8
Total as a %	86.5%	2.7%	10.8

### 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.

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.

Progress of SEN (D) students is tracked regularly by the AENCO in order to inform and review effective provision.

### Provision

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.

This academic year we have been supported by the Speech and Language Service to run workshops for students with speech & language needs in year 7. INSET and training has also been delivered to both support and teaching staff with great success.

### **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: 020 3131 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 students 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](#) :

### **Disability or medical needs**

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.

### **Public Examination Access Arrangements**

New regulations and additional training for the department has enabled us to ensure that all students who have an entitlement have the appropriate access arrangements for public examinations. In particular this now extends to students with medical conditions including Autism.

Where appropriate the Academy assesses the reading age and speed, spelling age, writing speed and speed of processing for identified students. Applications are 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) are informed of any public examination access arrangements when permission is granted by the examination boards.

### **Attainment & Progress**

Additional funding to support disadvantaged students has been well targeted and spent effectively. The school has provided useful extra individual and small-group tuition, as well as mentoring for this group of students. Consequently, disadvantaged students achieve as well as their peers.

The success of the school's Stepping Stones literacy and Symphony Math's Programme is evidenced in the annual reports for each provision.

'Reading is well promoted, including for those students who join the academy with gaps. The academy's strategy, which it calls 'Stepping Stones', enables most weak readers to catch up very quickly in Year 7; it also enhances their ability to tackle more complex reading material.' OFSTED June 2015

'Rates of progress are increasing throughout Key Stage 3 and Key Stage 4 for all groups of students, including those from different ethnic backgrounds and those for whom English is an additional

language. Disabled students and those with special educational needs also achieve well. This group's needs are well catered for by staff with high levels of expertise. They ensure that students make up any lost ground quickly, especially in literacy and numeracy.' OFSTED June 2015

'Students achieve consistently well. From below average starting points, they make at least good progress in a range of subjects.

With only minor variations, all groups, including disadvantaged students, achieve as well as others. .... Teachers also ensure that students' basic literacy and numeracy skills are well promoted across the curriculum. 'OFSTED June 15

'Those students who have known behavioural needs are well supported by teachers, teaching assistants and other experienced welfare staff. As a result, the great majority are able to manage their difficulties while in the academy and achieve as well as other students. 'OFSTED June 2015

'There are no marked differences in the attendance of different year groups or student groups.' OFSTED June 15

### **The Final Word**

**'..... a culture where success is expected from students of all abilities.'** OFSTED June 2015

### **Related Documents:**

SEND Information Report September 2014 – Quest website

Code of Practice 0-25

Ofsted report 3-4 June 2015

Summary reports for Stepping Stones & Maths Gym – July 2015

SEN (D) Exam Analysis August 2015

Ms Terry Dalaris, AENCO 10<sup>th</sup> November 2015