

The Quest Academy is a fully inclusive school; consistently working to support pupils in achieving their full potential. At The Quest Academy, we aim to ensure that all pupils receive a broad, balanced and accessible curriculum to support in their personal, social, emotional and academic development; regardless of their ethnicity, gender, religion, social background, sexual identity, physical ability, or educational need.

The Quest Academy is committed to the understanding that Learning Changes Lives and consistently work to empower pupils to succeed in their learning journey. Through developing relationships with pupils, parents and carers we aim to gain an understanding of every individual; honing in on their strengths and building on their areas of development: to nurture a love of learning to support them as citizens of the world.

It is the responsibility of the whole Academy community to work consistently and persistently towards providing a welcoming, challenging and fulfilling environment for all students regardless of their abilities, needs or 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 achievement and 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 intervention and support they should require.

Our Team

Provision for SEND pupils is coordinated from The Hive; staffing is as follows:

- Miss Yemi Marshall- SENDCo
- Mrs Melba D'Mello-Assistant SENDCo & Qualified TEFL Teacher
- Mr Ophir Spector- Trainee SEN Maths Teacher & Learning Support Assistant
- Mrs Evdokia Papamichail-Qualified Speech and Language Therapist & Learning Support Assistant
- Mrs Nesrin Charalambous- Apprentice Higher Level Teaching Assistant
- Miss Sabina Butt- Learning Support Assistant
- Miss Shania Roadnight- Learning Support Assistant
- Mrs Harnet Wallace- Learning Support Assistant
- Mrs Georgia Christodoulou- Cover supervisor/Learning Support Assistant
- Ms Aikaterini Malliou- Cover supervisor/Learning Support Assistant
- Ms Tanzeela Raees- Cover supervisor/Learning Support Assistant

Other Key Staff Supporting SEND pupils:

- Mrs Elisabeth Dean- Assistant Principal & Mental Health Lead
- Mr Richard Houghton-Assistant Principal
- Ms Emma Marler-Senior Tutor

- Mr Charlie O’Sullivan-Pastoral Director & Designated Safeguarding Lead
- Mrs Carol Oseman- Deputy Pastoral Director & Deputy Designated Safeguarding Lead

Whole School Approach

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.

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

As an inclusive school all pupils receive Quality First Teaching, with our internal continuous professional development programme consistently working to support staff to develop to allow them to support pupil progress.

The whole school follows the Assess-Plan-Do-Review cycle; with pupils receiving SEND Support with or without an Education Health Care Plan, receiving an enhanced cycle using SMART targets to promote progress and development.

The Quest Academy Facts & Figures

During the academic year 2021-2022, there were a total of 156 pupils on the SEND register. Out of these 7 pupils were on roll in Quest 6, the academy sixth form, this equates to 17% of the school population.

Education Health & Care Plans replaced Statements of SEND in September 2014. They involve a partnership between parents/carers, the student, SENDCO and outside agencies. Students with Educational Health Care Plans made up 1.4% of the entire school population which is less Croydon and the National average.

Year Group	Total	SEND Support (K)	EHCP
Year 7	36	35	1
Year 8	30	28	2
Year 9	39	38	1
Year 10	27	23	5
Year 11	16	12	4
Year 12	5	5	0
Year 13	3	3	0

1. How do the academy identify pupils who require additional support?
 - Liaise with previous school
 - Pupils complete the Middle Years Assessment upon entry and categorised and monitored
 - Limited progress is being made
 - Concerns raised by parents/carers teachers or the child
 - Change in the child’s emotional wellbeing or progress
2. What should I do if I think my child may have a special educational need?
 - Contact the SENDCo and your daughter/son’s Achievement Coordinator
3. How will I know how the school support my child?

- Every pupil has a personalised plan and passport available on provision map that is reviewed termly and available to parents/careers
 - Parents evenings and review meetings
 - As parents / carers, you will have regular opportunities to discuss your child's progress within school. This shared discussion may highlight any potential problems in order for further support to be planned
 - Speech and Language Therapy, Educational Psychologist or Occupational Therapy.
 - Any referrals to outside agencies require parental consent.
4. How will the curriculum be adapted to meet my child's needs?
- All work within the classroom is tailored to individual children's needs by the class teacher to best enable children to access to a broad and balanced curriculum
 - Learning Support Assistants (LSA's) may be allocated to work with a child in a 1-to-1 or small focus group to target more specific needs however much of the support is shared within the classroom and aims to build independence and resilience within our SEND learners
 - If a child has been identified as having an additional need, they may be given a personalised plan; and reasonable adjustments may be made to their provision. Targets will be set according to their area of need. These will be reviewed by staff and the SENDCO at least three times a year with the opportunity for discussion with parents / carers and the pupil; with a copy given to them.
 - Please also see our accessibility plan, available on the school website or by request from the school office
5. How will I know how my child is doing?
- Through the school's assessment and reporting system you will receive information every half-term regarding your child's progress
 - Pupil's targets will be reviewed by staff and the SENDCo at least three times a year with plans and targets updated and amended
 - If your child has an EHCP this will be reviewed at a formal annual meeting
 - Parents' evenings run for Year's 7-10 once a year and twice for Year 11-13
 - To speak in more detail appointments can be arranged between yourself and the member of staff you require
6. How will you help me to support my child's learning?
- Staff may suggest individual ways of how you can support your child
 - Class teachers, members of the pastoral team and the SENDCo may meet with you to discuss how your child can be supported
 - Internal and external assessments of need may be given with support strategies outlined by professionals such as Speech and Language Therapists or Educational Psychologists etc.
 - Homework support club runs everyday after school to support pupils in having a space to complete homework and the availability of resources if they require more support to understand
7. What support will there be for my child's overall well-being?
- Pastoral support is individualised for all pupils who require it
 - Every pupil has the support of their form tutor and achievement coordinator who support in ensuring your child daily

- All pupils engage in a spiral curriculum for Relationship Sex and Health Education (RSHE) which is embedded into the tutor program and available for pupils in Year 7-9 in My Quest Journey
 - Specialist support may involve the achievement coordinator working closely with the Pastoral Director, SENDCo and Mental Health lead to gain an overview of how to support the pupil better within the academy
 - Mentoring is provided for pupils; mentors will differ depending on the individual pupil and the areas of support they require
 - Referrals can also be made to wider mental health services by the schools Mental Health lead
 - Additional support may need to be provided for pupils that struggle with socialising at break and lunch; here pupils are able to access the buzz room
 - If your child has a medical need then a detailed care plan will be provided by the Pastoral Director
 - All members of the Senior Leadership Team are First-Aid Trained
- 8. What specialist services and expertise are available at or accessed by the school?**
- At times it may be necessary to consult with outside services to receive their more specialised expertise.
 - The Quest Academy is also part of the Selsdon Locality Forum, a new initiative within the Borough working in conjunction with neighbouring primary and secondary schools as well as the local authority to seek advice, support and funding for pupils who require access to wave 2 and 3 provision but do not have access to higher needs funding (HNF) This is an early help model which may be delivered through the form of advice clinics, school to school support, referrals to specialist services or additional resources.
 - Locality has previously funded art and play therapy, drama therapy and speech and language therapy there is no
 - An educational psychologist works with our SENDCo on an individual consultation basis to support with pupils who may require additional support
- 9. What training have the staff supporting children and young people with SEND had (or are having)?**
- Our SENDCo holds the National Award for SEN Coordination and Qualified Teacher Status, as well as completing a wealth of training relating to specialist SEND provision
 - All teaching staff receive bespoke training relating to the need present in the academy on a half-termly basis as part of our continuous professional development (CPD) program
 - Learning Support Assistants have a tailored CPD program to support them in working with pupils, increasing their specialist knowledge.
 - Our Assistant SENDCo has completed a wealth of training relating to specialist SEND provision and is a qualified EAL Teacher and careers coordinator.
 - Learning Support Assistants have been offered the opportunity to complete a Level 3 Apprenticeship to become a Higher-Level Teaching Assistant through United Learning- one LSA is currently completing this program
 - Within our team of LSA's one member of staff is a qualified speech and language therapist, and another is completing their SEN Teacher Training
- 10. How will my child be included in activities outside the classroom including school trips?**

- As an academy we work to ensure all pupils can access all activities both on and off school site
- Activities and school trips are available to all in line with our equal opportunities policy.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.

11. How accessible is the school environment?

- In compliance with the Equalities Act (2010), all schools will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- The school site is wheelchair accessible

12. How will the schools prepare and support my child during transition in school and between settings?

- Transition from Year 6 to Year 7 is coordinated by our Senior tutor who will go to primary schools and meet with all pupils before they attend the academy
- Pupils who may require additional support in transition will be offered the opportunity to attend a bespoke transition afternoon prior to the whole cohort transition day
- In-year transfers will be supported by the year group achievement coordinator who will make personalised arrangements for individual pupils and coordinate with the SENDCo, Pastoral Director and class teachers depending on need
- Careers support is available for pupils from Year 7 to Year 13
- One-to one meetings with careers advisors are completed in Year 9 and Year 11 to support pupils in making their GCSE choices and further education applications

13. How are the school's resources allocated and matched to children's special educational needs?

- A notional SEND budget is allocated to individual schools each financial year in line with the SEND Code of Practice. This can be used to provide additional support or resources dependant on an individual's needs
- Dependant on budget; additional support and resources may be deployed to aid children's learning.
- The level of support will vary dependant on the needs of the child
- There is the potential for funding to be applied for through the locality forum, this is coordinated by the SENDCo

14. How is the decision made about how much support my child will receive?

- Decisions are made in consultation with teachers; achievement coordinator's; Pastoral Director the SENDCo and the Senior Leadership Team when necessary.
- In line with the Code of Practice the academy takes a pupil-centred approach meaning pupils and parents are made aware of any additional support and can discuss this at any point.

15. How will my child's views be considered?

- Pupil voice is valued and encouraged
- Pupils are involved in forming and reviewing their targets and passports
- As an academy we value relationships with pupils, parents/carers and all stakeholders involved in a young person's

16. Who can I contact for further information?

- If you have further questions and concerns regarding SEND, please contact the SENDCo

