



LEARNING CHANGES LIVES

# The Quest Academy

## SEN Information report 2026

---

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; homing 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:

- Ms Joanne Johnson- SENDCo
- Mrs Melba D'Mello-Assistant SENDCo & Qualified TEFL Teacher EAL lead
- Mrs Nesrin Charalambous- Apprentice Higher Level Teaching Assistant
- Mr Ophir Spector- Student Learning Facilitator SEN Maths Teacher
- Ms Lucile De Carbonnieres- Student Learning Facilitator (Thrive)
- Miss Sabina Butt- Student Learning Facilitator/ELSA
- Miss Misch Abadoo- Student Learning Facilitator
- Mrs. Davinia Fancett- Student Learning Facilitator (Thrive)
- Mr Elijah Gyimah – Student Learning Facilitator - Art
- Ms Tanzeela Raees- Student Learning Facilitator
- Other Key Staff Supporting SEND pupils:
- Ms Kathleen Waterhouse-Pastoral Director & Designated Safeguarding Lead
- Mrs. Carol Oseman- Deputy Pastoral Director & Deputy Designated Safeguarding Lead
- Mrs. Zaira Sami- Deputy Head/ Lead on behaviour
- Ms Gill Chenery- Assistant Principal – oversight of SEND

## 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 a Graduated support model of the Assess-Plan-Do-Review cycle; with pupils receiving SEND Support with or without an Education Health Care Plan, receiving an enhanced cycle using targeted, bespoke intervention to promote progress and development.

## The Quest Academy Facts & Figures

During the academic year 2025-26 there were a total of 854 pupils at Quest and 173 on the SEND register this equates to 20.2 % of the school population (above national average). This number has fluctuated over the academic year due to an increase in assessment and a number of pupils supported to transition to more suitable provisions and robust approach to data and recording. This year has also seen a period of time without a SENDco and new appointment taken up post.

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 4.3.% of the entire school population which is in line with Croydon and the National average, although finishing the year 2026 there has been an applications of ENCH and EHCP which are

Year Group	Total	SEND Support (K)	EHCP
Year 7	31	23	7
Year 8	34	25	9
Year 9	30	21	9
Year 10	33	29	4
Year 11	29	25	4
Year 12	2	1	1
Year 13	4	4	0

1. How does the academy identify pupils who require additional support?
  - Liaise with previous school
  - Pupils complete the Middle Years Assessment upon entry and categorised and monitored
  - If 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 Head of Year
3. How will I know how the school support my child?
  - Every pupil identified as having additional needs has a personalised plan and passport available on provision map that is reviewed termly and available to parents/carers
  - 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?
  - 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 children with SEND.
  - 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.
  - We aim to run a Homework support club every day 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 Head of Year 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 Head of Year 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 Hive
  - 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.
  - Locality has previously funded art and play therapy, drama therapy and speech and language therapy
  - 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) programme.
  - Each week there is a SEN information sharing slot at staff briefing
  - Learning Support Assistants have a tailored CPD programme 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- From September 2026, the team will have an HLTA in post.
  - Within our team of LSA's one member of staff is a qualified ELSA and another is completing their SEN Teacher Training
  - Two members of the team are Thrive trained.
- 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 visit to the Hive and to meet their Key worker (soon to be referred to as Champion). In 2026 several orientation visits to Quest, (and by Quest) for year 6 children on an individual basis took place.
- In-year transfers will be supported by the year group Head of Year 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 dependent on an individual's needs
- Dependent on budget; additional support and resources may be deployed to aid children's learning.
- The level of support will vary depending 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; Head of Year's; Pastoral Director the SENDCo and the Senior Leadership Team when necessary.
- In line with the Code of Practice the academy takes a graduated 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 Ms Joanne Johnshon [jjohnson@thequestacademy.org.uk](mailto:jjohnson@thequestacademy.org.uk)





