

This Special Educational Needs and Disability (SEND) policy is a key document to ensure that our Academy delivers high quality provision for all students with SEND. It outlines our statutory responsibilities and approaches to ensure that all students including those with SEND can achieve their potential and engage successfully in all aspects of the wider Academy community.

This policy was developed in partnership with Governors, Academy staff and parents to ensure the needs of all students with SEND are met and that we comply with the statutory requirements and guidance set out in relevant legislation and documents. The policy is available on our website or hard copies are available from the Academy office.

### Definition of Special Educational Needs

- SEND Code of Practice 2015  
*A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she has:*
  - *A significantly greater difficulty in learning than the majority of other students of the same age or*
  - *Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools of post-16 institutions.*
- Equality Act 2010  
*A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities. This definition includes:*
  - *Sensory impairments such as those affecting sight and hearing.*
  - *Long term health issues such as asthma, epilepsy and cancer.*

### Our Team

Our SENDCO is a fully qualified teacher, holds the award of Post Graduate Certificate in Special Educational Needs Coordination.

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

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 areas of development: to nurture a love of learning to support them as citizens of the world.

This is highlighted by our school values **Learn**; promoted by and encompassed within every member of our community:



## Aims

This SEND policy details how The Quest Academy, will do its best to ensure that:

- Responsibility for provision for students with SEND remains an integral part of the whole school provision
- Pupils, staff, parents/carers and governors uphold our supportive and inclusive ethos contributing to an inclusive community fully supporting the 'Every Child Matters' agenda.
- Every pupil consistently receives quality first teaching strategies to support their individual differences, allowing them to develop and progress.
- Children and young people with SEND can engage successfully in all Academy activities alongside students who do not have SEND, including making reasonable adjustments for those students with a disability so that they have good access to the curriculum and wider Academy learning environment
- All teachers and support staff are aware of the individual needs of pupils they are teaching and working with.
- All teachers and support staff receive high quality universal and targeted training and support, to ensure they are able to meet the needs of all pupils.
- Successful relationships are fostered with pupils, parents, carers and key agencies to support all parties.
- Children and young people with SEND can engage successfully in all Academy activities alongside students who do not have SEND, including making reasonable adjustments for those students with a disability so that they have good access to the curriculum and wider Academy learning environment.
- The early identification of students whose progress indicates that they are unlikely to fulfil their academic potential.
- School wide practice consistently adheres to the graduated approach
- We work in close partnership with parents and other key agencies so that needs and strengths of each student with SEND are fully identified and there is a collaborative and coordinated approach to planning and reviewing provision on a regular basis.
- Independence and resilience are promoted, in students with SEND so that they are prepared for the next phase of education and transition to adulthood.

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.

## Admission Arrangements with Pupils with Special Educational Needs and Disabilities

Admission arrangements for students with SEND The Academy's admission arrangements are set out in the Academy prospectus and make it clear that the Academy will not discriminate or disadvantage students with a disability or SEN.

The Code of Practice requires a school to admit all students who have a Education Health and Care Plan where it is has been requested by parents as their school preference and named by the Local Authority (LA). The LA must comply with this request and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child, or
- the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

Our Academy will liaise closely with the Croydon SEND team to ensure that any decisions on placement and provision for a student with an Education Health and Care Plan are in the best interests of each child and the wider school community as outlined above.

### Special Educational Needs and Disabilities-Key Areas

The following information provides some guidance on key areas of special educational needs and how they may impact on the learning of a student. For more information or to discuss potential areas of concern the SENDCo should be contacted in the first instance.

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions. The Code of Practice recognises that; *“Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset”*.

The information below is provided as a guide.

- **Communication and Interaction:**  
*Children and young people with communication and interaction needs, have difficulty communicating with others. This may be because they have difficulty in saying what they want to; understanding what is being said or difficulty understanding the use of social rules of communication. The profile for every child is different and their needs may change over time, with difficulty relating to speech, language or social communication and different points of their development. These include but are not exclusive to:*
  - SCLN: Speech Communication and Language Need
  - ASD: Autism Spectrum Disorder
- **Cognition and Learning:**  
*Cognition refers to the thinking skills and thought processes that a child/young person has acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations. Children with learning needs may learn at a slower pace than their peers despite appropriate differentiation. Learning difficulties can be general or specific and related to one or more areas of the curriculum. Difficulties may be short-term in one or more areas or severe and long term. Cognition and Learning Needs include but are not exclusive to:*
  - SpLD: Specific Learning Difficulty- A child or young person with an SpLD may have difficulty in one or more areas of learning examples of this include but are not exclusive to:
    - Dyslexia
    - Dyscalculia
    - Dysgraphia

- Dyspraxia
  - ADD/ADHD: Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
- MLD: Moderate Learning Difficulties
- PMLD: Profound and Multiple Learning Difficulties
- SLD: Severe Learning Difficulties
- Social, Emotional and Mental Health:
 

*Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressing behaviour. These behaviours may reflect underlying mental health difficulties or physical symptoms that are medically unexplained. Social, Emotional and Mental Health needs include but are not exclusive to:*

  - Anxiety
  - Eating Disorders
  - Self-harm
  - Substance Misuse
  - OCD: Obsessive Compulsive Disorder
  - PTSD: Post Traumatic Stress Disorder
- Sensory and/ or physical:
 

*Sensory needs, which can be hearing loss and/or visual impairment or sensory processing difficulties and physical difficulties, can occur for a variety of reasons, e.g. congenital conditions (some progressive), injury or disease. The important consideration in this area is the degree to which the difficulties impact on a child's or young person's ability to access educational opportunities. Sensory and/or physical needs include but are not exclusive to:*

  - HI: Hearing Impairment
  - VI: Visual Impairment
  - MSI: Multi-Sensory Impairment
  - PD: Physical Disability

### **Identification of Special Educational Needs**

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Liaison with primary school/previous school
- Review of skills and attainment when pupils join the academy (Middle Years Information System MidYis, SATS scores, reading ages) are gathered at a pupil's point of entry into the school.
- Concerns raised by parents/carer
- Concerns raised by teachers or other agencies
- Termly tracking monitoring student performance; if a pupil is performing below expected levels this will not automatically lead to a pupil being placed on the SEN Register

As well as progress in core subject areas, progress in other areas will also be considered including social and emotional development and communication skills. In determining whether a student may have SEND, consideration will also be given to other factors which may be affecting achievement including:

- Attendance

- English as an additional language
- Personal including family circumstances

The Academy acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn.

### **Roles and Responsibilities**

- SENDCo
  - Purpose:
    - To provide strategic leadership in the area of inclusion in order to remove barriers to learning and to ensure effective support for students with additional needs, through securing high quality teaching, the effective deployment of staffing and resources.
    - To monitor progress of all vulnerable learners and to direct intervention to ensure good or better progress.
    - To act as the Deputy Designated Safeguarding Lead (Deputy DSL).
  - Principal Accountabilities
    - To ensure that SEN support enables high quality learning across the academy
    - To maintain an up-to-date knowledge of national and local initiatives and statutory changes which may impact on policy and practice. Special Educational Needs & Disability Policy
    - To disseminate procedural information, such as recommendations from the SEN Code of Practice and the Collegiate SEN policy.
    - To consider the appropriateness of and, where necessary, prepare Education and Health Care Plans (EHCPs) for students in need of additional support.
    - To lead reviews of EHCPs and ensure that they are effective in delivering appropriate support for individual students, liaising with Achievement Co-ordinators, as necessary.
    - To liaise with Colleges, primary schools and external agencies, including EWO, Educational Psychologist and alternative education providers, as necessary.
    - To coordinate the assessment of students for examination concessions and co-ordinate any special arrangements in conjunction with the Examinations Officer.
    - To support colleagues to develop their understanding of the different types of SEN and effective strategies for SEN teaching.
    - To lead Team Around the Family (TAF) meetings and support families who are vulnerable or are otherwise experiencing difficulties.
    - Managing the team of learning support assistants
    - Identifying pupils with SEN and coordinating intervention which is monitored and evaluated
    - Track the progress and achievement of SEN and disadvantaged students through the use of academy wide reporting mechanisms and data analysis
    - Liaising with and advising colleagues on such matters as adaptive teaching strategies to support the progress of individual pupils.
    - Coordinating all SEN provision within the academy
    - Contributing to the continuing professional development of staff as appropriate

- Regular liaison with parents and carers to ensure that need and provision are understood and agreed.

The SENDCo oversees provision for SEN students across the academy and oversees the Assistant SENDCo in the day-to-day operations and coordination of the provision made for pupils within the academy.

- Assistant SENDCo
  - To assist the SENDCo in leading the provision for SEN within school
  - To support in administrating, sharing and collating information to be shared with pupils, parents and staff.
  - To lead in supporting SEND students transition from Year 6 to Year 7 and Year 11 to Year 12
  - To lead in coordinating SEND support within the sixth form
  - To support the SENDCo in ensuring the effective and efficient running of the SEN Department
  - To support the Learning Support Assistants in their day-to-day work, as well as own professional development
  - To coordinate and facilitate the EAL intervention in the academy
- Learning Support Assistants
  - To develop effective working relationships with class teachers to ensure the development and progress of all learners within the academy.
  - To offer specialist support and information relating to SEND pupils to support their day-to-day progress.
  - To delivering small group precision teaching interventions.
  - To develop effective working relationships with pupils as well as parents and carers to offer a holistic support.

### **Provisions for Pupils with Special Educational Needs and Disabilities**

All teachers are teachers of SEND, and for most students, their SEND will be accommodated in class through the deployment of quality first teaching. All provisions are designed using a pupil centred approach with an understanding of individual pupil strengths and areas for development, to form a holistic and supportive plan, that is disseminated to all staff

SEND provision is divided into three main categories referred to as: Wave 1, Wave 2 and Wave 3:

- Wave 1- Universal '*Quality First Teaching*'
  - Takes into account the learning needs for all pupils in the classroom. It is achieved through careful differentiated planning and the use of a variety of teaching strategies and resources.
  - The aim of '*Quality First Teaching*' is to reduce, from the start, the number of pupils who need additional help with their learning.
- Wave 2-Specific, targeted and time-limited intervention, in addition to wave 1 provision
  - Takes into account the additional learning needs of some pupils.
  - It refers to the additional provision in the form of individual or small group intervention to accelerate progress and to enable pupils to work at age related expectations.
  - It is specific, additional and time bonded and is over and above what is offered at Wave 1.

- Wave 3- Specialist support given to a few pupils in addition to wave 1 and 2 provision
  - Takes into account the significant additional learning needs of a few pupils.
  - The support that pupils at Wave 3 is additional to or different from that provided as part of the school's Wave 1 and 2 provision.
  - These pupils will have significantly greater difficulty in learning and may involve the adjustment of learning objectives and teaching styles and/or individual support.
  - It may be necessary to involve outside agencies to assess pupils' strengths and next steps of development.

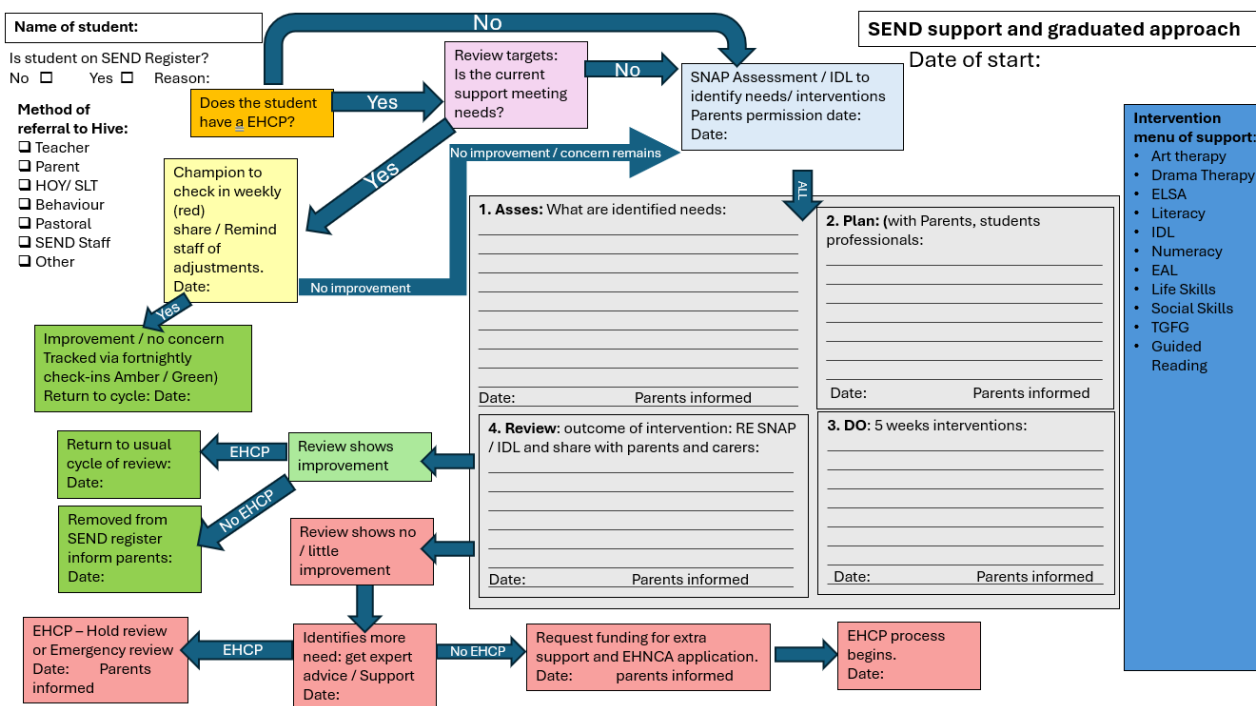
Pupils placed on the SEND register are in receipt of all three waves of provision. In addition to Quality First Teaching Strategies, wave 2 and wave 3 provision includes but are not exclusive to:

- Implementation of precision teaching through-
  - small group literacy and numeracy interventions
  - preteaching, overteaching and consolidating key vocabulary
  - preteaching, overteaching and consolidating of key skills
- Transition groups
- Social skills interventions
- Emotional regulation interventions
- Therapeutic Interventions
- Speech and Language Interventions

The aforementioned general categories are the overarching areas relating to the individualised support pupils receive based on their personal preferences and progress.

## The Graduated Response

In accordance with the SEND Code of Practice, the graduated approach refers to the Assess-Plan-Do-Review cycle that is required when a pupil is identified as having a SEN: here schools should take action to remove barriers to learning and put effective special educational provision in place. The graduated approach ensures the correct support is given withing the assess, plan, do review cycle as shown in the draft flow chart below.



- ASSESS:
  - Initial information will inform an assessment to understand if a pupil requires additional SEND support.
  - Once identified a more detailed assessment of the student's needs will be carried

out. This will include further discussions with parents and, when appropriate, the student. This may draw on:

- In house diagnostic assessments carried out by the SENDCo
- It may draw on assessments and reports from external agencies involved with the student such as a Speech and Language Therapist or an assessment with the educational psychologist.
  
- Each student's difficulties will be considered against the four broad areas of needs:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, emotional and mental health difficulties
  4. Sensory and/or physical needs
- The Academy recognises that it is highly likely that the needs of individual students will overlap across one or more of these areas of need or that needs may change overtime. This comprehensive assessment will give a detailed picture of each child's strengths and special educational needs.
- PLAN:
  - The Academy will use the information from the assessment to draw up a plan to outline the support that will be offered.
  - The plan will:
    - Be outcome-focused where the desired benefit or difference from any intervention is clearly identified and matched to need.
    - Detail the range of additional interventions and approaches that will be made available to support progress towards these outcomes.
    - Highlight the ways parents and students can work in partnership with the Academy to support progress towards targets and outcomes.
    - Give details of the role and input of external agencies when they are involved with a student.
  - This plan will record the student's SEND history and include all the provision that the Academy will provide to support the student to access the curriculum.
  - The staff responsible for each action will be named and SMART targets set after discussions with the students and their parents/carers.
  - This plan will be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies, approaches and resources that have been agreed.
  - Parents will receive copy of this plan with a specified time frame to show when it will be reviewed.
- DO:
  - Class teachers, with the support of the SENDCo will take the responsibility for overseeing the implementation of the plan.
  - This will ensure that the additional support offered is linked closely to the general curriculum offer and maximises opportunities to reinforce and consolidate key skills within the context of the class. This will be particularly important when the intervention takes place outside of the classroom.
  - There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.
- REVIEW:
  - Review of Individualised Student Plans; the impact of any additional support offered will be reviewed at least termly.
  - Parents will be invited to attend this review meeting along with students when this is appropriate.
  - This review may be included in the general Academy cycle of parental consultation

meetings. However, where the student's needs are more complex and they receive support from arrange of specialist agencies, a separate review meeting will be arranged so that all key parties can contribute and share views on progress and subsequent provision.

- At the review the following will be considered:
  - Impact of each element of the intervention towards the identified outcomes.
  - Student's response to the support and view of their progress where this is applicable.
  - Views of parents and specialist agencies.
  - Next steps with refinement and adjustments to the support offered as required.
- Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of need.
- If not already involved and with the agreement of parents, the SENDCo will make a referral to specialist agency.
- Removal from the SEND register
  - Where evidence shows that a student has made good progress and achieves the outcomes set, they will no longer require additional SEND support and their name will be removed from the register.
  - Parents will be formally notified of this decision.
  - Progress will continue to be monitored regularly as part of the termly tracking for all students.

### **Support for Students with Significant Needs**

The additional needs of most of the students with SEND at our Academy can be met by interventions and resources available from the Academy budget. For students with the most significant needs it may become apparent that they will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning which cannot funded in the long-term from the Academy's own resources and budget.

Where this is the case, the SENDCo in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for an Education Health and Care Plan (EHC plan) assessment if agreed. An Education Health and Care Plan is for children and young people aged up to 25 who need more support to overcome difficulties that is available from funding and resources paid directly to the Academy.

Each plan gives specific details of any educational or health and social care needs which impact on learning achievement and identifies the range and nature of support that must be in place to support progress. The LA provide top-up funding to cover the cost of provision that is higher than funds available to the Academy. More information about EHC plans, including criteria for requesting an assessment for an EHC plan can be found on the Croydon SEND Local Offer:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

If a student has an EHCP it will be formally reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parent's students and external agencies.

## **English as an Additional Language**

At The Quest Academy, EAL pupils are held to the same high expectations as all pupils, but further provisions may be necessary to support their academic progress.

Young bilingual children should be encouraged to use their first language (L1) at home to ensure age appropriate concept development. The day to day provision for EAL students is coordinated by their achievement coordinator, who will work with the Assistant SENDCo (TEFL teacher) and SENDCo to ensure their additional needs are met.

EAL students should be recognised as beginner bilingual pupils, some of whom are newly arrived to the UK and may never have used English. Many of these children may come from families seeking asylum, who may have had limited or interrupted education, but who may also have potential to achieve highly.

Some EAL students could also be new arrivals to the UK yet have received full, formal education in home country, may have learned English as a Foreign Language and already have high levels of subject knowledge and achievement. Some EAL students may be considered to be UASC – Unaccompanied Asylum Seeking Children, these are children who have arrived alone, often having experienced or witnessed violence and loss of family members or children born in the UK, but who have had little exposure to English before starting school. These children are learning new concepts at the same time as learning English.

EAL pupils are not placed on the SEND register but their rate of English acquisition is monitored; if challenges are identified additional support will be put in place and pupils may need to be assessed for any difficulties in their first language, but this is dependent on the individual.

## **Meeting the needs of Students with Medical conditions**

In compliance with revised statutory guidance, arrangements are in place to ensure that any student with a medical condition is able, as far as possible, to participate in all aspects of Academy life and achieve their academic and personal potential. These arrangements are set out in an Individual Health Care Plans (IHC), coordinated by the Pastoral Director.

The IHC plans will detail the type and nature of support that will be available. The plans will be:

- Produced through collaboration with parents, student as appropriate, and health professionals.
- Shared with all relevant staff.
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a student with a medical condition also has a disability or SEN the IHC plan will be closely linked to educational special provision so that there is a co-ordinated approach. Staff who have responsibility to support a student with medical needs, including the administration and supervision of medication, will receive appropriate ongoing training and support so that they are competent and confident about their duties.

Please see link below: Supporting Pupils with Medical Conditions Policy  
([thequestacademy.org.uk](http://thequestacademy.org.uk))

## **Public Examination Access Arrangements**

The Academy will ensure that all students who have an entitlement have the appropriate access arrangements for public examinations:

- All pupils will be screened no later than the end of Year 9 and where appropriate, the Academy will assess the reading age and speed, spelling age, writing speed and processing speed 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

### **Useful Websites and Support Services**

Links with Local and National services and organisations to support implementation of the SEND Policy:

- Croydon SEND Provision <https://www.croydon.gov.uk/children-young-people-and-families/special-educational-needs-and-disability-support/SEND-support>
- Croydon CAMHS Tel: 0203 228 000 [www.slam.nhs.uk](http://www.slam.nhs.uk)
- Speech and Language Therapy 020 8714 2594 <http://www.croydonhealthservices.nhs.uk>
- Peripatetic Visual Impairment Service 020 8760 5784 [linda.james@croydon.gov.uk](mailto:linda.james@croydon.gov.uk)
- Peripatetic hearing impairment service 020 8760 5783 [luisa.saddington@croydon.gov.uk](mailto:luisa.saddington@croydon.gov.uk)
- Croydon Locality Early Help [earlyhelp@croydon.gov.uk](mailto:earlyhelp@croydon.gov.uk)
- Parents In Partnership (PIP) 0208 663 5626 [www.pipcroydon.com](http://www.pipcroydon.com)
- SENDIAS (SEND support for parents and carers) <https://www.kids.org.uk/.../croydon-sendias>
- Council for Disabled Children 0207 843 1900 [www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)



