



MacIntyre Academies
Quest Academy



DECEMBER 2020 EDITION 1 NEWSLETTER



Virtual Parents Evening on **Thursday 10th December!**

“Quote of
the week”

*“Remember This December,
That love weighs more than
gold!”*

Josephine Dodge Daskam Bacon

WELCOME



Dear Parents/Carers,

Welcome to our penultimate Quest Newsletter for 2020!

As you can see from the photos in the Newsletter (Page 2) Cathy has recently introduced a new concept in Food Tech called the Chef Hats Challenge, every dish is given a Chef Hat grade from 1-5. The purpose of this strategy is to support learners in improving their presentation and complexity of dishes. I know that many learners have enjoyed rising to the challenge of obtaining the “Five Hats” spot on Cathy’s weekly celebration presentation and I have been lucky to have tried out many of their culinary delights.

Well done to all of the learners who took part in a range of activities linked to “No Pens Day”. It is clear that the learners enjoy taking part in these special national celebration days.

Finally, I would like to remind you that a number of letters have been sent out this week. If you have any additional queries please do not hesitate to contact us.

Have a wonderful weekend.

Kind regards,

Nicola Wells.

Seizure First Aid

Stay with the person

Time the seizure

Protect from injury

Loosen anything tight around the neck

DO NOT restrain the person

DO NOT put anything in the mouth

Roll the person on his/her side as the seizure subsides

After the seizure, talk to the person reassuringly

SUPPORT EPILEPSY AWARENESS

facebook.com/theepilepsynetwork

IT HAS BEEN A BUSY TERM IN FOOD TECH! JUST LOOK AT THESE DISHES!



Over the next few weeks learners are going to be making mini-Christmas cakes for the **Quest Christmas Cake Competition**, decorated with nut free marzipan and icing! Sure we will have some willing judges at school!

Cathy Ward



Book of the Week

The Christmasaurus

By Tom Fletcher

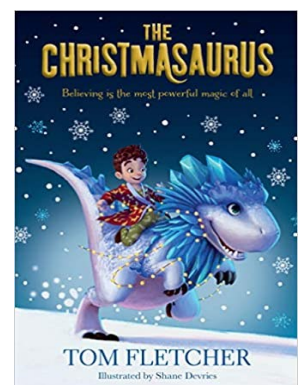
Why settle for a pony or a puppy for Christmas when you could have a dinosaur?

Once upon a time--long, long ago, when dinosaurs roamed the Earth--an egg rolled away from its mother and landed in the ocean, where it froze solid and stayed peacefully for thousands of years. Then one day Santa and his elves discover the frozen egg, and Santa sits on it to see if it will hatch.

But he can't guess what's inside. . . . A dinosaur!

Meanwhile, a young boy named William Trundle has only ever wished for one thing for Christmas: a dinosaur! So when Santa accidentally gives William the real Christmasaurus instead of a stuffed replica, it's the BEST CHRISTMAS EVER! Until an evil man known as the Hunter decides a dinosaur will be the perfect addition to his collection.

A wild and hilarious adventure ensues in this instant Christmas classic!





AUTISM & CHRISTMAS

With COVID there is potential our Christmas may look quite different this year, it maybe within our small family units, rather than large groups.

School may also look slightly different to previous Christmases, with a lot less able to take place.

For our ASD learners Christmas can prove difficult regardless of COVID.

10 Difficult Challenges at Christmas:

- 1) Changes to routines (this could include decorations/ timetable changes/ sudden play practices)
- 2) Anticipation (the build up is huge! Can be stressful not knowing what day it is, seeing everyone rushing around)
- 3) Shopping and crowds (most years this is busy and heavily decorated and this can be overwhelming)
- 4) Talking about Christmas (constant reference/ dread/ social expectations)
- 5) Surprises and gifts (receiving can be difficult, the uncertainty of knowing what is inside and having to lie if you don't like it)
- 6) Sensory overload (some enjoy the lights—many find the shiny, the loud disconcerting and particularly the daily changes)
- 7) Different foods (we eat different food at Christmas/ social expectations/ more people around/ Christmas crackers/ hats/ table decorations. Some autistic people want to stick to their *normal* food).
- 8) Plays and Parties—(noise and excitement/ overwhelming / social demands and expectations)
- 9) Father Christmas (logic—can be scary, may truly believe everyone dressed as Father Christmas, confusing and sometimes a safeguarding issues, some can be terrified, fear in what they believe and what others believe)
- 10) The religious festival (may normally be visits to church at Christmas, maybe the only time they ever visit, unfamiliar, unpredictable).

What's happening at School: Some schools are probably going to do hardly anything this year, whilst some will be rethinking Christmas completely. At Quest we have purchased an online Panto, ***Oliver with a Christmas Twist***, which learners can watch in their bubbles, they will have a range of activities to follow.

We can't assume all children know what is going to happen or that they like surprises.

Many Autistic children really struggle with surprises, there is lots we can do to help.

- Preparation
- Explaining things
- Sensory Support
- Alternative activities (so that all children can have an engaging, calm and happy time).

Visual timetables: With COVID in the mix this Christmas it will feel like we don't know what may be happening or what is coming next, a timetable may really help. Show the changes and differences. Try not to make something immediate and sudden, always ask and plan ahead. Are we going to do something different today?

Putting decorations up: you could put up one decoration a day so there aren't any sudden changes. Reassure them with what is familiar first. Many Autistic children need a decoration free safe space, could just be a corner of a room, you may only decorate one room at home. Some children may struggle with twinkly lights, so static ones might be better, you could also have these on a timer so they know when they are going to be on/ off, an artificial tree maybe better than a real one. Try keeping the same decorations every year, you could buy one thing different each year. Maybe take photos of this years decorations to prepare your child for next year, setting out the plan. It is also important to have a date for the decorations to come down, there is no shame in having the decorations up for only a week. At school we will reassure them that the decorations won't be up after the holiday. Decorations should be fun, so we need to do it in a way that is best for our children.



What if we can't go to Grandma's for Christmas like normal? Maybe we could play games on Zoom for the afternoon instead? Social interaction at Christmas can be overwhelming, particularly if you normally have a long list of visitors. To ease the increase in social interactions you could have photographs of each person you plan to see and ask the child to tick them as you see them, and keep the time to a minimum. Prepare your families, warn and write down what will help your child.

Presents: You are not letting your child down if you don't buy masses and masses of presents, that is commercial pressure! Please set yourself a budget, if they don't understand money you could involve your child in on the budgeting. Autistic children and young people appreciate facts and honesty. The first Christmas was a homeless couple in a stable, smelly animals, giving birth to a baby, whether you are religious or not it maybe beneficial to look into the history of Christmas and why we do what we do, how Father Christmas evolved, traditions in other countries. You could decide as a family how you want to celebrate. Do what works for you, not just what you feel is expected. If the present needs batteries and needs setting up, try getting that done before giving. Put a limit on presents rather than having an overwhelming mountain or give them one-by-one (this may even last for weeks, it is what is better for your child).

Christmas Shopping: Many shops now have Autism quiet hours which maybe useful (Morrisons every Saturday 9-10am). If you're going to a new shop try getting a picture to prepare them, if visiting a number of shops, have a tick list. Follow the same route and arrows. Your child could wear a Sunflower lanyard, to make reference to their hidden disability. <https://hiddendisabilitiesstore.com/shop/sunflower-lanyards.html>



Christmas Dinner: Create a menu in advance to give processing time. It is a special day, plan a special meal of the things they like! You could maybe even have a test run/ trial. If you are eating at a different time to normal prepare your child, maybe with a Social Story. Sitting at the table maybe unusual, crackers, decoration's, it can look cluttered and maybe visually/ sensory overload. They may want to be involved with decisions, or keep their space clear. Identify a breakout space if you having a meal elsewhere.



What people say #autismchristmas

SAFEGUARDING



What is “peer on peer” abuse?

As children develop healthily, it's normal for them to display certain types of sexualised behaviour. It's important that adults can identify if any sexualised behaviour has become harmful

or abusive, and respond proportionally to keep all the children involved safe.

Recognising peer-on-peer sexual abuse

It can be difficult to work out if a child is displaying appropriate, inappropriate, problematic or abusive sexual behaviour.

Examples of sexually abusive behaviour may include:

- inappropriate or unwanted sexualised touching
- pressurising, forcing or coercing others to perform or take part in sexual acts
- pressuring, forcing or coercing someone to share nude images (sexting)
- sharing sexual images of a person without their consent
- taking a picture under a person's clothing, without their consent ('upskirting')
- sexual harassment
- sexual or sexist name calling

(Contextual Safeguarding Network, 2020).

If you're concerned about a child's sexualised behaviour, you can use our resources to help work out whether the behaviour may be harmful or abusive.

Signs that a child has experienced peer-on-peer sexual abuse

Indicators that a child has experienced peer-on-peer sexual abuse may be physical or behavioural.

A child or young person may appear withdrawn, frightened or begin to act differently from usual.

They may also display physical signs such as noticeable discomfort in their genital or anal area.

Barriers to disclosure

Children do not always feel able to speak out about their experiences of peer-on-peer sexual abuse.

They may be afraid of:

- being considered a 'snitch'
- getting in trouble themselves
- how they will be perceived by others
- teachers or other adults not being discrete
- their parents being informed.

(Contextual Safeguarding Network, 2020).

If a child is unsure about whether or not they have been sexually abused, they might be worried about causing a fuss or getting someone else in trouble for 'no reason'.

Children's understanding of peer-on-peer sexual abuse

- Children may not always understand that they have experienced or carried out peer-on-peer sexual abuse. This might be because:
- they don't understand what constitutes appropriate, inappropriate, problematic or abusive sexualised behaviour
- they have experienced sexual abuse themselves and don't realise that what happened to them was wrong
- they don't know whether consent was given
- the abuse happened between friends or partners
- the abuse took place online
- they blame themselves for the abuse they received
- younger children lack knowledge of sex and sexuality as they are less likely to have received any relationships and sex education

(NSPCC, 2018).

Some children and young people who have viewed pornography may want to emulate what they have seen.

(Martellozzo et al, 2016).

Some children and young people who experience abuse may begin to understand that they have experienced abuse over time, as they grow older and learn more about sex and healthy relationships.

(NSPCC, 2018).

More info on: <https://learning.nspcc.org.uk/child-abuse-and-neglect/peer-on-peer-sexual-abuse#heading-top>

Anna Stelfox

Safeguarding and Wellbeing Lead.

BRITISH VALUES OVERVIEW- AUTUMN 2020

British Values form the focus for information sharing, debates and discussion during morning form time/daily PowerPoint.

Weeks	Help Scripts	Core British Value	School Impact Objectives
5/6	Short and Sweet My Thought, Your Thought A Joke too far	Responsibility/ Liberty	<ul style="list-style-type: none">• I take responsibility for all my actions.• We all have a responsibility to promote and protect the well-being of others.• I am free to think as I see fit.• I have the freedom to make choices that affect me but I recognise I am accountable for all my actions.



Our Vision: Our Quest - *“working together, nurturing individuals, celebrating uniqueness, unlocking potential, friendships and memories **“Ready for Life.”**”*



Year 11 have 25 weeks of school left!

Objectives

- To acknowledge the importance of education & life long learning
- To understand what options are available after Quest Academy
- To reflect upon what Further Education Colleges are able to offer
- To identify what direction you may wish to take



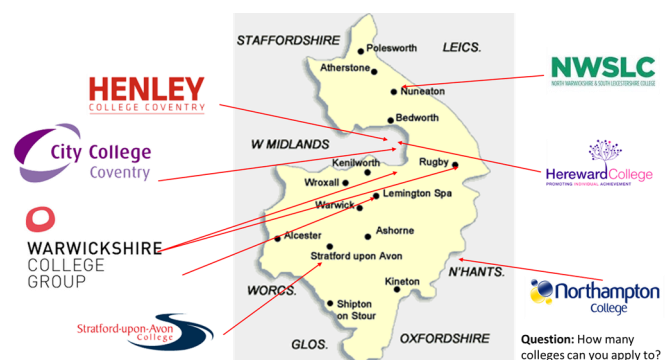
Options

Life after Quest involves the following main options:

- Your nearest local Further Education College
- A school 6th form (Quest do not have one)
- An apprenticeship programme

College options

You are expected to go to your *nearest* Further Education college.



What do colleges offer?

- An “adult” environment with learners from 16 to 66+
- Vocational learning that sees “hands on” activities alongside class
- Tutors who have / are still employed within the industry
- Industrial equipment to prepare you for the world place
- “Real” live customers to support your work readiness
- Heavily supported environment for those that need it
- “Campus” feel with many additional facilities not found at school

Qualifications and levels?

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	
U	U

Level	Qualification	Equivalent to
3	Extended Diploma	3 A Levels
	Diploma	2 A Levels
	Certificate	1 A Level
2	Diploma	4 GCSEs (9 - 4 / A* - C)
	Extended Certificate	2 GCSEs (9 - 4 / A* - C)
	Certificate	1 GCSE (9 - 4 / A* - C)
1	Award / Certificate / Diploma	1 GCSE (3 - 1 / D - G)
Entry	Entry Level Qualifications	N/A
Pre-Entry	Pre-Entry Level Qualifications	N/A

What qualifications do I need for college?

LEVEL	QUALIFICATION	ENTRY REQUIREMENTS	PROGRESSION
Entry	Vocational Entry Level	You do not need any formal qualifications for entry on to this course	Level 1 Course Supported Internship
Level 1	Foundation Learning Level 1 Course	Entry Level 3 Literacy and Numeracy or GCSE Grades 1 to 2	Level 2 Course Employment Intermediate Apprenticeship
Level 2	Level 2 Certificate / Diploma Intermediate Apprenticeship	Typically need 4 GCSEs at Grade 3 including English and maths / Level 1 qual in relevant subject	Level 3 Course Employment Advanced Apprenticeship
Level 3	A- Levels Level 3 Diploma Advanced Apprenticeship	4 or 5 GCSEs at Grade 4-9 including English and maths	Employment University Higher Apprenticeship

How will Quest help you?

- 1) Careers guidance lessons
- 2) Careers 1:1 review and action plan
- 3) Advice to parents in EHCP meetings
- 4) Transition Programme with WCG Rugby
- 5) WCG College School Leaver Guide
- 6) High quality teaching and learning opportunities



How can I help myself?

- 1) Go back through this in your own time
- 2) Ask Questions!! As many and as often as you wish!
- 3) Be prepared to talk through things with Ginny – Careers Advisor
- 4) Look at websites for your chosen college(s)
- 5) Identify “Open Day” events
- 6) Makes notes in your careers diaries
- 7) Get as much learning completed as you can...every lesson counts!!!

Jamie Rynberk

Assistant Principal

VIRTUAL PARENTS EVENING



Virtual Parents Evening

On **Thursday 10th December** we will be holding our first Parents Evening of the year.

Due to the current situation this will be conducted virtually via Microsoft Teams or a phone call if preferred. Form Tutors will be in touch this week to arrange suitable times for your meetings.

Autumn Progress Reports

We will be sending out Progress Reports as normal this term. These will be emailed to parents/carers on the last day of term. If you wish to receive a paper copy, please let the office know.

Certificates

Celebration certificates for attendance, behaviour and academic improvement will be given at the virtual celebration assembly and then sent home with learners in the last week of term.

Optional Home Learning Activities

In the Home Learning section of our website you will find the Optional Home Learning grid to choose tasks from to complete in order to earn extra Empathy points that will go towards a learner's class total. Please send in or email any completed tasks to the Form Tutor.

Please follow the link to access <https://www.thequestacademy.org/homelearning>

Chris Edwards-Dewey

Assistant Principal (Teaching, Learning and Assessment)

No Pens Day
Wednesday

NO PENS DAY WEDNESDAY

We have had another successful No-Pens-Day Wednesday!

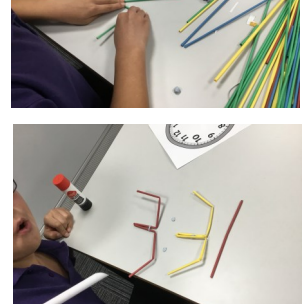
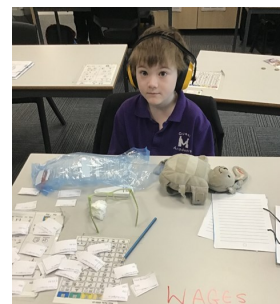
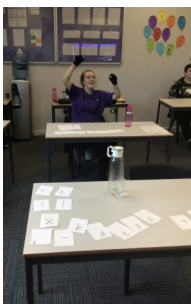
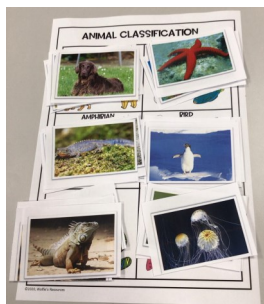
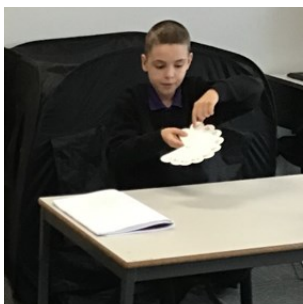
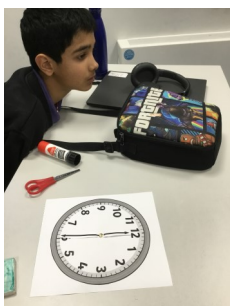
The aim of the day is to focus on the importance of speaking and listening.

Taking part in No Pens Day can draw attention to the pupils who find spoken language challenging.

No Pens Day
Wednesday

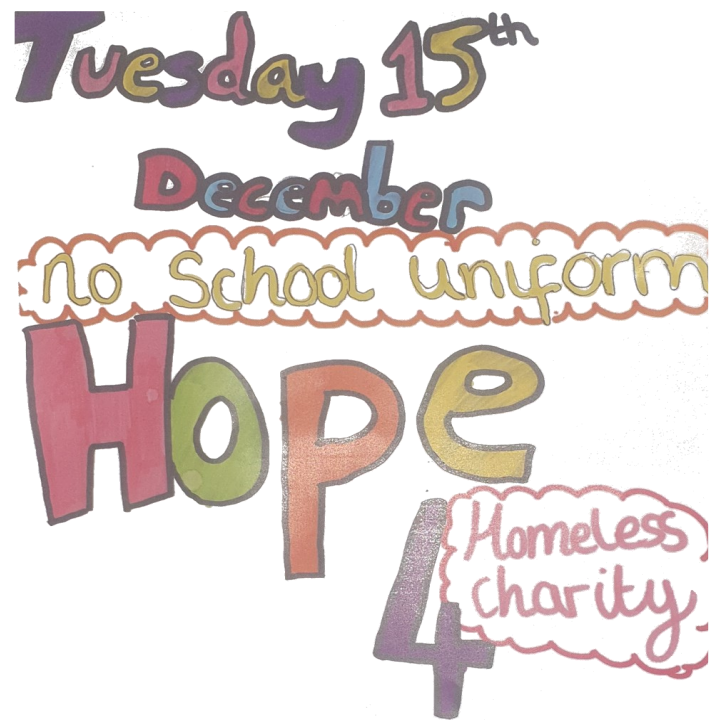
No Pens Day
Wednesday

No Pens Day
Wednesday





NON-UNIFORM DAY: TUESDAY 15TH DECEMBER



We are working with a charity called [Hope4](#) - this is a local charity in Rugby which work with people to make a difference and to help them when they need it the most, they work with the local food banks and shelters.

We are planning a non-school uniform day on **Tuesday 15th December** for staff and learners.



Thank you to Ruby, School Council for her poster. If you would like to donate you can do this via ParentPay. Please don't hesitate to email me if you have any questions.

Many thanks,

Emily Smith

Compassionate Schools Coach



WEDNESDAY 16TH DECEMBER

Christmas Menu

Served with
Crispy
Criss Cringle
Potatoes
Rudolf's Carrots
and Red Pepper
Sticks
(v) Homemade
Chocolate
Cracknel Bauble

Radnor Juice
Carton

HOT DELI BAG
CHOICE

Pigs in Blankets Hot Dog

or

(v) Best of British Quorn Vegan
Sausage with Stuffing Hot Dog
Ketchup or Cranberry Sauce



Season's Greetings
from The Nutrigang
and everyone at
Educaterers Ltd.

educaterers



A FOOD
STORY



BLACK LIVES MATTER -

INDEPENDENT WRITING BY CHLOE P.

Black Lives Matter

What does black lives matter mean, It means justice for George Floyd and other Black people in this world. Whether there small or tall, Kid or adult, we should all be treated the same and thats what Henry learnt today.

Henry was 12 years old and attended Hill View Academy, he was a kind and polite boy until one day when West joined the school that all changed. West was 11 years old and had joined the school from Nigeria, so he felt lonely and scared.

Today was West's first day in Hill View, he was nervous but excited at the same time. His mom and dad kissed him goodbye at the gate and watched him head into school. As West walked into school he checked his timetable and saw he had to go to D15 for maths with Miss Emerald. When he got there Miss said "Hello there, you must be West, you can take a seat by Henry over there".

Immediately, Henry moved his seat as far away from West as possible. Henry felt threatened because West was Black he assumed he would carry guns and be a violent person. Whenever West tried to speak to Henry, Henry looked away and ignored him. This really upset West as he couldn't understand what was wrong.

This continued for 4 weeks. Eventually, West broke down in tears and told his mom what was going on. She immediately phoned the head teacher at Hill View. West sat anxiously at the kitchen table waiting for his mom to get off the phone. After 20 mins his mom turned to him and said "We are going in for a meeting tomorrow at 10 o'clock, don't worry we will sort this out I promise".





The next morning at 9:45am, West is sat in the school reception with his mom and dad, feeling very nervous. West sits anxiously watching the clock. At 9:55 the Head teacher MR Perryfingle comes to meet them and leads them to his office.

In Mr Perryfingle's office, he explains that he has spoken with Henry and his parents this morning and whether West would be ok sitting down for a chat with Henry and talking about what has happened. He said "you would be surprised, I think you have a lot in common".

2 hours later, Henry and West met Mr Perryfingle in the computer room. To both the boys surprise Mr Perryfingle was sat playing Minecraft!!! The two boys looked at each other and back at Mr Perryfingle, who handed them both a controller. After half an hour of playing together on Minecraft the boys both realised how much they have in common. Their love of gaming, both having a pet dog and both having a annoying younger sister.

Henry realised that West was actually a cool dude and that the colour of his skin did not mean he was a bad person.

NATIONAL CELEBRATIONS

 <p>International Day of Persons with Disabilities 2020</p>	<table border="1"> <tr> <td>December 3</td><td>International</td></tr> </table> <p>Building Back Better: toward a disability-inclusive, accessible and sustainable post COVID-19 World Disability inclusion is an essential condition to upholding human rights.</p> <p>Find out more ></p>	December 3	International
December 3	International		
 <p>Illumination Street Week 2020</p>	<table border="1"> <tr> <td>December 7 - December 13</td><td>United Kingdom</td></tr> </table> <p>Illumination Street is a competition which highlights the passion, flair and effort invested into front gardens around Britain on the build up</p> <p>Find out more ></p>	December 7 - December 13	United Kingdom
December 7 - December 13	United Kingdom		
 <p>Human Rights Day 2020</p>	<table border="1"> <tr> <td>December 10</td><td>International</td></tr> </table> <p>Human Rights Day commemorates the day the General Assembly of the UN adopted and proclaimed the Universal Declaration of Human Rights. The</p> <p>Find out more ></p>	December 10	International
December 10	International		
 <p>Christmas Jumper Day 2020</p>	<table border="1"> <tr> <td>December 11</td><td>United Kingdom</td></tr> </table> <p>What is Christmas Jumper Day and when is it? Christmas Jumper Day is an annual charity event and this year it's being</p> <p>Find out more ></p>	December 11	United Kingdom
December 11	United Kingdom		

<https://www.awarenessdays.com/awareness-days-calendar/category/december-awareness-days-and-weeks/>



QUEST TERM DATES FOR 2020 - 21:

AUTUMN TERM 2020	
INSET day (no learners on site)	Tuesday 1st September 2020
Starts	Wednesday 2nd September 2020
Half term	Monday 26th October 2020 - Tuesday 3rd November 2020
Ends	Friday 18th December 2020
Christmas holiday	Monday 21st December 2019 - Monday 4th January 2021
SPRING TERM 2021	
INSET day (no learners on site)	Monday 4th January 2021
Starts	Tuesday 5th January 2021
Half term	Monday 15th February 2021 - Friday 19th February 2021
Trust INSET (no learners on site)	Friday 5th March 2021
INSET day (no learners on site)	Monday 8th March 2021
INSET day (no learners on site)	Tuesday 9th March 2021
Ends	Thursday 1st April 2021
Spring (Easter) holiday	Friday 2nd April 2021 - Friday 16th April 2021
SUMMER TERM 2021	
Starts	Monday 19th April 2021
Bank Holiday	Monday 3rd May 2021
Half term	Monday 31st May 2021 - Friday 4th June 2021
Ends	Friday 23rd July 2021

SAFEGUARDING & FAMILY FOOTINGS



- **Daisy** is responsible for lower school families and is available on;
daisy.howden@macintyreacademies.org Work mobile 07504001918



- **Joan** is responsible for upper school families and is available on;
Joan.goodrich@macintyreacademies.org Work mobile 07377990796



- If you have any higher level Safeguarding concerns or questions please contact **Anna** on anna.stelfox@macintyreacademies.org Work mobile 07377990797.

We are available to help families with things like accessing family support, Early Help, Child In Need Meetings, Child Protection Meetings, taxi queries, support working with other professionals such as CAMHS, general safeguarding questions and much more.

Quest Contact details:

Quest Academy
Anderson Avenue
Rugby
Warwickshire
CV22 5PE

E: quest.office@macintyreacademies.org

T: 01788 593 112

How to contact members of staff:

Please contact Reception if you would like to speak with a member of staff. You will either be transferred or reception will email the member of staff to let them know that you have called.

Reporting pupil absence and lateness:

If your child is absent for more than 7 days you will need to provide a doctors certificate. If we do not receive a doctors note and have not seen your child we will have no alternative but to refer the matter to the Safeguarding Board in line with our safeguarding procedures.



Please can we remind parent/carers to call school on **01788 593 112**, before 9am if your child may be late or is unwell.

You will also need to contact the taxi company to let them know.