



MacIntyre Academies
Quest Academy

FEBRUARY 2022 EDITION 1 NEWSLETTER

Half Term Covid-19 Notice - should your learner test positive for Covid-19 during half term, and are considered contagious when last at Quest, then please email the QuestCovid@MacIntyreAcademies.org.



“Quote of the week”

“If you focus on what you left behind, you will never see what lies ahead.”

- Gusteau, Ratatouille



WELCOME



Dear Parents/ Carers,

Welcome to our fortnightly newsletter. It is hard to believe that next week is the penultimate week before we break up for February half term.

I wanted to take this opportunity to thank families for their support since September and to staff who have worked very hard to minimise the impact COVID 19 has had on all schools.

Well done to all the learners who have worked so hard this half term. Last week we had over 80% of learners achieving the Quest Platinum and Diamond awards. This is an amazing achievement.

Congratulations to the following learners:

- Lily who completed two “Purple Pen activities” which is the school’s strategy to support learners improve their work.
- Christian for helping Harry, our Occupational Therapist, run the morning sensory circuits for the younger learners
- Ryan and Connor on successfully applying and being awarded the role of our new welcoming voices when calling Quest.
- Jamie for his commitment to writing his first novel (he is now on chapter 5) and for going on two trips outside of the school.
- Kieran, Finlay, Ryan T, Amar, Jemima, Grace, Caiden, Owain and Shannon for outstanding work in Science.
- All learners from Alan Turing for excellent Team work
- Euan for fantastic engagement in lessons and showing amazing resilience
- Elliott for improved problem solving
- Jayden, Jack W, and Jack A for producing excellent pieces of creative writing in English
- Holly for supporting a new learner into the classroom
- Harry F for being consistently outstanding and trying his best at all times
- Bill for demonstrating resilience and a positive attitude towards his work
- Conrad and Lauren who have shown resilience and for being committed to their learning
- Matthew B for engaging really well in all of his core subject
- Toby for engaging in class and working independently despite his teacher not being here.
- Evan for showing great resilience
- Sacha, Jack and Shannon for improved attendance
- Martin for achieving 90% on his last science unit
- Harley Jai for completing all his work in class every day
- Harvey for settling into his new class so quickly
- Isaac for making fantastic improvements with his handwriting.
- Ryan and Jacob, for achieving their best Quest Points since November
- Luke, Riley, Rosey, Ruby, Jude, Tommy and Jamie for successfully running Quest Café this week. They made the best hot drinks and snacks which staff and learners enjoyed
- We have also had some very positive comments back from Warwickshire Singing Group who

come in every Monday and run a group singing lesson. Well done to Lily, Riley, Saffron, Oscar, Ryan, Luke, Blake, Lily and Jude for being such good ambassadors of the school.

Next half term you will receive our half termly challenge booklet that will contain a range of activities for learners to complete at home if they wish to. Each time a learner completes a task they will receive an EMPATHY point for their class. The theme will be 'Mental Wealth.' Any pieces of work created will be put forward to the national Engage awards. What is Mental Wealth? Mental wealth is a term often used to describe robust good mental health achieved by managing the content of our minds and tapping in effectively to our feelings, our emotions and our thoughts. By learning about and understanding ourselves, we can develop strategies and techniques to re-frame our outlook on life in a way that is compassionate, happy and contented and that supports sustained periods of positive emotional and mental wellbeing.

Important dates for the diary

- **Half Term:** Monday 21st February - Friday 25th February
- **Parent's Evening:** Thursday 21st March 3.30- 5:00 (we will let you know nearer the time if this will be virtual or can take place in classrooms).
- **Thursday Club:** Thursday 3rd March. You will be sent more information about this. Learners will be able to stay for clubs and families can pop in for a cup of tea. Lizzie Lagan, our Assistant Clinical Psychologist will run a Hunrosa Sleep workshop to support families whose children find it difficult to either get to sleep, stay a sleep or wake very early. This will start at 4.15 and finish at 4.45. We will make a recording of this presentation and put it on our website.
- **Friday 15th July** – will be our official opening of the school (under normal circumstances this would take place in the first year of opening, but due to the school being located at a temporary site for two years and the Pandemic it has not been possible to do this.) As a result, it will also be our traditional summer fair (now known as Questival) and a celebration of being open for five years!

Kind regards,

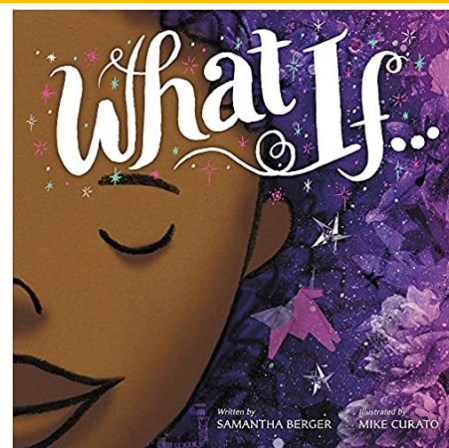
Nicola Wells



What If... by Samantha Berger and Mike Curato

This girl is determined to express herself! If she can't draw her dreams, she'll sculpt or build, carve or collage. If she can't do that, she'll turn her world into a canvas. And if everything around her is taken away, she'll sing, dance, and dream...

Stunning mixed media illustrations, lyrical text, and a breath-taking gatefold conjure powerful magic in this heartfelt affirmation of art, imagination, and the resilience of the human spirit.



Reading age: 4 - 8

We are successful because...

...The mother of one of our learners said that she is pleased that since starting at Quest, her son has made lots of progress with his behaviour and regulation of his needs. He can follow expectations, completes his work and has developed his social skills.

...The mother of one of our learners said that Quest Academy is fantastic for her son. He is happy at school and has progressed greatly with his completion of work, confidence and social skills.

SAUSAGE AND TOMATO FRITTATA

Ingredients

125g new potatoes
1 x 15ml spoon vegetable oil
4 cooked sausages, sliced
6 medium eggs, beaten
200g baked beans
2 x 15ml spoon chopped parsley
150g cherry tomatoes, halved



Equipment

Saucepan, colander, sharp knife, chopping board, 20cm frying pan, spoon, fork, tongs.

Method

1. Cook the potatoes in boiling water for 6-8 minutes until tender, drain and then slice.
2. Heat the oil in a 20cm frying pan and fry the potatoes and sausages for 2 minutes.
3. Beat the eggs with the beans and parsley and season. Add the tomatoes to the pan and pour over the egg mixture, cook gently for 6-7 minutes.
4. Place under a preheated grill for 3-4 minutes until golden and cooked through. Allow to rest for a few minutes before removing from the pan.

Top tips

If you have any leftover frittata this is great served cold in wedges for breakfast the next day.

Drain.



Cut, chop, slice, dice & trim



Fry & Sauté



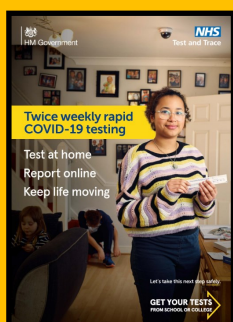
Beat



Grill



REGULAR ASYMPTOMATIC COVID19 TESTING



It is vital that staff and learners continue to test twice weekly (Sunday & Wednesday evenings) in order to identify asymptomatic cases of Covid-19.

If your child has had three tests on site, lateral flow tests will be periodically sent home from school. Tests can also be ordered from the Governments website: <https://test-for-coronavirus.service.gov.uk/order-lateral-flow-kits/condition> All Covid-19 test results, positive or negative, should be uploaded to the NHS portal.



TERM DATES FOR 2021 - 22:

SPRING TERM 2022

Half term	Monday 21st – Friday 25th February 2022
Trust INSET (no learners on site)	Friday 11th March 2022
INSET day (no learners on site)	Monday 14th March 2022
Ends	Friday 8th April 2022
Spring (Easter) holiday	Monday 11th – Friday 22nd April 2022

SUMMER TERM 2022

Starts	Monday 25th April 2022
Bank Holiday	Monday 2nd May 2022
Half term	Monday 30th May – Friday 3rd June 2022
Ends	Wednesday 27th July 2022

ADDITIONAL DATES FOR DIARY

Year Group	Vaccines to be given	Date
All Year 8	HPV 1	25/03/2022
All Year 9	HPV 2	25/03/2022
All years	Mop up Session	19/07/2022



TERM DATES FOR 2022 - 23:

AUTUMN TERM 2022

INSET day (no learners on site)	Monday 5th September 2022
Starts	Tuesday 6th September 2022
Half term	Monday 24th October - Wednesday 2nd November 2022
Start of term	Thursday 3rd November 2022
Ends	Friday 16th December 2022
Christmas holiday	Monday 19th December 2022 - Monday 2nd January 2023

SPRING TERM 2023

INSET day (no learners on site)	Tuesday 3rd January 2023
Starts	Wednesday 4th January 2023
Half term	Monday 20th - Friday 24th February 2023
Trust INSET (no learners on site)	Friday 10th March 2023
Ends	Friday 31st March 2023
Spring (Easter) holiday	Monday 3rd - Friday 14th April 2023

SUMMER TERM 2023

Starts	Monday 17th April 2023
Bank Holiday	Monday 2nd May 2023
Half term	Monday 29th - Friday 2nd June 2023
INSET day (no learners on site)	Monday 10th July 2023
INSET day (no learners on site)	Tuesday 10th July 2023
Ends	Friday 28th July 2023

HELLO FROM THE THERAPY TEAM

We are here to support learners and their families at Quest.

Whilst working with your child we may contact you for more information to help us gain a better understanding of your child's strengths and needs. It would be really useful if you could let us know if your child has ever had any Therapeutic input previously.

Speech and Language Therapist



Amy Wilkins

- I can help support learners language and social communication skills
- I work with pupils 1:1, in groups and in the classroom.
- I support staff to develop a communication friendly environment.

Occupational Therapist



Harry Sanderson

- I can help support learners fine and gross motor skills, daily living and sensory skills.
- I can support learners to attain maximum levels of functioning with meaningful goals.
- I support school staff through training and advise on environmental adaptations.

Assistant Clinical Psychologist



Lizzie Lagan

- I can help support learners with their mental wellbeing, considering psychological, social and biological factors.
- I work with learners 1:1 and in groups to help them develop useful coping strategies.
- I support staff to understand and interact with our learners in a helpful and compassionate way.

If you have any questions or concerns, please contact us.

SALT: Amy.wilkins@macintyreacademies.org

OT: Harry.sanderson@macintyreacademies.org

Assistant Clinical Psychologist: Lizzie.lagan@macintyreacademies.org

SENSORY CIRCUIT

- **What is a Sensory Circuit?**

A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to **alert**, **organise** and **calm** the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning. The circuit should be an active, physical and fun activity that children enjoy doing.

Sensory circuits should ideally be completed at school, first thing in the morning (and after lunch too, where possible), but can be done at home too. Sensory circuits are a great way to both energise and settle children so they can focus and engage better in the classroom. Many children can benefit from attending a sensory circuit, even for a short period of time. The activities can also be utilised at different times of the day as part of a **sensory diet** to help the child regulate.

Sensory circuits are designed to start with **alerting** activities, move to an **organising** phase and then finally to a **calming** phase. Doing the activities in the recommended order is vital. The right order results in a well-regulated, happy child. The wrong order may well result in a dysregulated, upset or irritable child and have the opposite effect.

- **Alerting**

The aim of this section is to provide vestibular and proprioceptive stimulation within a controlled setting. This prepares the brain for learning and the demands of the school environment.

Example activities: Jumping/bouncing on a trampoline, skipping, running, rolling and bouncing on a yoga ball, animal walks, step ups, star jumps etc.

- **Organising**

This section includes activities that require motor sensory processing, balance and timing. These activities help improve focus and attention. The child needs to organise their body, plan their approach and do more than one thing at a time in sequential order.

Example activities: Balancing, climbing, log rolls, throwing to a target, wobble boards, weaving in and out of cones, throwing and catching, jumping through hoops etc.

- **Calming**

The calming activities are very important as they provide input to ensure that children leave the circuit and return to their classrooms calm, centred and ready for the day ahead.

Example activities: Proprioceptive and deep pressure e.g. yoga ball squashes, lying under a weighted blanket, massage arms/legs, linear swinging or rocking, heavy muscle work e.g. crawling through a tunnel, press ups etc.



Quest's sensory circuits take place 3 times a week in the mornings for lower school.

Special mention for Christian who has been helping Harry (Occupational Therapist) run it.



SLEEP WORKSHOP FOR PARENTS



Date: Thursday 3rd March 2022.

Time: 4:15-4.45pm.

Where? In person, at Quest Academy.

Who is it for? Parents of learners.

What is it about? This sleep workshop will give you tools to help young people's sleep difficulties. It will provide you with evidence based and reliable strategies to improve sleep, based on the Hunrosa and Sleep Right principles.

Trainers: Lizzie Lagan (Assistant Psychologist) and Harry Sanderson (Occupational Therapist).

Contact:

It would be great if you could let me know if you can attend by emailing:

lizzie.lagan@macintyreacademies.org.



[Sleep Wise Devon](#); is a service helping people across their lifespan to achieve good quality restful sleep. They are trusted by the NHS, local authorities and education. They are specialists in additional needs and disability. All advice works with priorities and is evidence based. They are members of the British Sleep Society and British Paediatric Sleep Society. They create an individual sleep plan, from a qualified member of their team. The assessment normally takes about an hour. This will provide an overall picture of the sleep difficulty and recommendations to follow. To start with, you will be advised how to keep a sleep diary for the first two weeks of our involvement. Most people report very positive results well within 3 months and find that this improves everyone's family life.



BANANA CRUMBLE-TOP MUFFINS

Ingredients

115g butter or soft baking spread
2 medium eggs
225g self-raising flour
1 x 5ml spoon (level) baking powder
1 x 5ml spoon ground cinnamon
85g caster sugar
2 medium ripe bananas
175ml semi-skimmed milk



For the crumb topping:

15g butter or hard baking fat
25g plain flour
pinch of ground cinnamon
15g demerara sugar


Equipment

Mixing bowl, wooden spoon, fork, measuring jug, measuring spoons, small grater, muffin tray, muffin cases, cooling rack, oven gloves.

Method

1. Pre-heat the oven to 200°C/gas mark 6.
2. Melt the fat gently in a saucepan or the microwave.
3. Beat the eggs.
4. Sift the flour, baking powder and cinnamon together into a large bowl. Stir in the sugar.
5. Mash the bananas together until smooth then stir into the flour mixture with the melted fat.
6. Add the milk and beaten eggs to the bowl and stir until just mixed together. Do not over mix as this will make the muffins 'heavy'.
7. Line a 12-hole large muffin tray with paper muffin cases. Divide the mixture between the holes. If there is extra mixture, use another tray.
8. In a small bowl, rub the remaining butter or baking fat, flour and cinnamon together until the mixture resembles fine breadcrumbs. Stir in the demerara sugar.
9. Sprinkle the breadcrumb mixture over the top of the muffins and cook them in the preheated oven for 20–25 minutes or until well risen and firm to the touch.

QUEST BEHAVIOUR POLICY CHANGES

- At Quest staff with support from the school council have been working hard to create a behaviour policy that keeps us all safe. Below we look at some of the things that have stayed the same and what has changed.
- We have not changed our expectations that everyone should be: 
- We are also still earning our QUEST and EMPATHY points these have not changed.

BEHAVIOURS THAT CONCERN		
Level 1	Level 2	Level 3
Low level behaviours that are generally addressed with a reminder and general classroom behaviour management strategies as outlined above	Medium level behaviours that need a warning and more structured positive behaviour management strategies. Staff should consult with the Compassionate Schools Team at this level	High level behaviours that need immediate consequences and individualised behaviour management strategies.
<ul style="list-style-type: none"> Climbing Dead weight Extreme running around Inappropriate language Inappropriate use of technology/computer Invasion of personal space Leaving class without permission Pinching Refusing to complete work Refusing to follow instruction Refusing to move Removing objects/property from staff Screaming Sexual language Sleeping Swearing 	<ul style="list-style-type: none"> Absconding Grabbing Pushing Scratching Threatening with an object Throwing an object Racist language Homophobic behaviour 	<ul style="list-style-type: none"> Biting Damage to property Damage to site Fighting Hair pulling Head butting Hitting Bullying Kicking Self-harm Spitting Stripping Assault

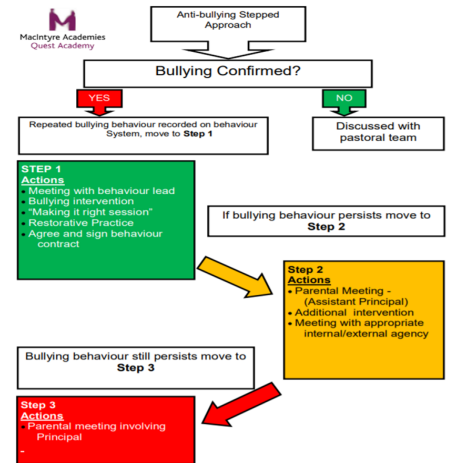
- At Quest we now have 3 levels of behaviours. The 3 levels each have a clear response. This was made with both staff and the school council who felt that we needed a clear levelled approach to challenging unsafe behaviour. Under the levels are examples of what the behaviours at each level might look like. Other behaviours may come into each but may not be mentioned on the list.

What are the main changes? Levels of direct response

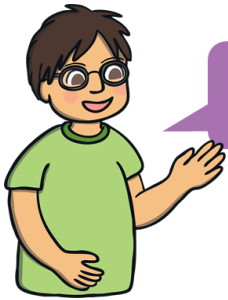
Level	How will we respond	Escalation if behaviour carries on
Level 1	<ul style="list-style-type: none"> Reminders given – Earn your QUEST points Adults will monitor Access to your adult network 	<ul style="list-style-type: none"> Parents/carers informed if it continues. We will work with you to find any solutions to issues.
Level 2	<ul style="list-style-type: none"> Warning given that a phone call home will be made. Recording of incident will be made to SLT/Behaviour team Adults will continue to monitor you Team teach de-escalation techniques used. 	<ul style="list-style-type: none"> Parents/carers informed of continuing behaviours. Phone call home Teacher will work with the behaviour team to put a plan in place to support you.
Level 3	<ul style="list-style-type: none"> Dynamic risk assessment made Possible removal from the area Record of incident will be made Additional support will be asked for from SLT or an on-call member of staff. 	<ul style="list-style-type: none"> Phone call home/meeting with parents/ carers. Program of support Sanctions discussed up to and including exclusion.

Bullying at QUEST

At Quest we do not tolerate bullying in any form and take any cases very seriously. On this slide you can see our very clear procedure to dealing with any cases of bullying.



What Is Bullying?



Do you know what bullying is?

Bullying is hurting someone else on purpose. Bullying is something that happens over and over again.

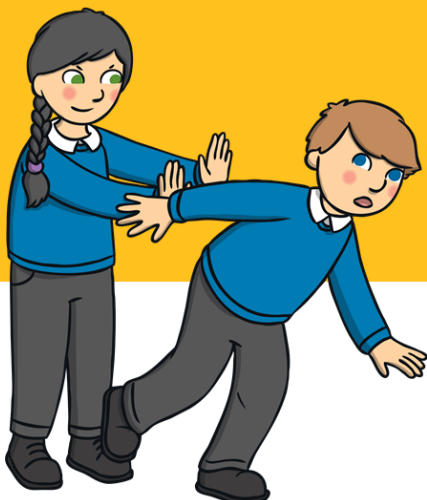
Bullies can hurt people in lots of different ways. You can be hurt on your body or with nasty words.



Different Kinds of Bullying

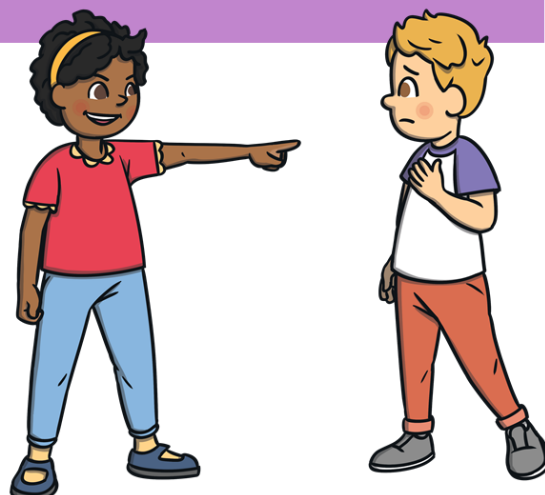
Physical bullying is pushing, hitting, pinching or kicking someone.

It can leave marks or bruises and people might see it happening, but it can be hidden underneath clothes.



Verbal bullying is calling someone names, saying nasty things or even pretending you are going to hurt someone.

Verbal bullying is not always easy to see. It can be done secretly and does not leave marks. It hurts people's feelings and is just as bad as physical bullying.



MENUS FEB - APRIL 2022 (AFTER HALF-TERM)

We have lunch delivered by a company called Educaterers, menus run on a 3 week revolving basis (please see below.) If there's a day where your child does not like the option they will need to bring in a packed lunch. **We start back on Week 3.**

MONDAY WEEK 1 W/C 07.03, 28.03	TUES DAY	WEDNESDAY	THURSDAY	FRIDAY
TUNA MAY SANDWICH	SLICED TURKEY BAP	CHEESE BAP	HAM SANDWICH	EGG & CRESS BAP
BACON BAP	CHEESE & TOMATO PIZZA	LOVES JOES BURGER	CHICKEN POPPER MINI BAGUETTE	FISH FINGER BAP
VEGGIE FINGER SUB	VEGAN HOT DOG	HOT PASTA POT	BBQ JACKFRUIT PIZZA	VEGGIE FINGER BAP

MONDAY WEEK 2 W/C 14.03, 04.04	TUES DAY	WEDNESDAY	THURSDAY	FRIDAY
CHEESE BAP	CHICKEN SANDWICH	HAM BAP	TUNA MAY SANDWICH	CHEESE BAP
MEATBALL SUB	LOVES JOES BURGER	CHEESE & TOMATO PIZZA	CHICKEN POPPER MINI BAGUETTE	FISH FINGER BAP
BBQ JACKFRUIT PIZZA	HOT PASTA POT	VEGAN HOT DOG	HOT PASTA POT	VEGGIE FINGER BAP

MONDAY WEEK 3 W/C 28.02, 21.03, 11.04	TUES DAY	WEDNESDAY	THURSDAY	FRIDAY
CHEESE SANDWICH	TURKEY SANDWICH	TUNA BAP	CHICKEN BAP	CHEESE BAP
LOVES JOES BURGER	CHEESE & TOMATO PIZZA	CHICKEN POPPER MINI BAGUETTE	HOT DOG	FISH FINGER BAP
HOT PASTA POT	VEGAN HOT DOG	VEGGIE FINGER SUB	HOT PASTA POT	VEGGIE FINGER BAP

FANTASTIC LITERACY WORK FROM JACK

Lesson- English - Tuesday 8th February 2022
©LO- I can describe

Order.	What I need to do.	Done.
1	Sit on chair and be ready to learn	✓
2	Recap on the stormy music and senses from yesterday.	✓
3	Help to contribute to a class description.	✓
4	I can write a description of a storm using my senses.	✓
5	Make a choice for recognition time.	✓
6	Did I complete a challenge task?	✓

Self-assessment: Did I meet my objective?
 OK Needs Work

It was a dark and stormy night, the ocean screaming with fright! The ocean creatures swim deeper under the deep dark ocean! Thunder crackling like fireworks! Ships sunk like anchors. There were whirlwinds and cyclones that destroyed anything in its path! Lightning shocked the helpless ocean.

Wow Jack! This is an amazing description of the storm! 😊

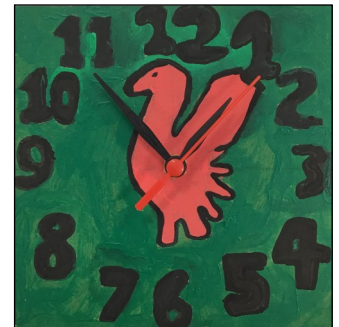
ALAN TURING, GEORGE ELIOT & WINSTON CHURCHILL CLASSES - ENGINEERING IN A&D



Learners have been designing and making their own clocks. They briefly learned about the evolution of the clock through history. They carefully considered where the numbers were all placed and fixed the fiddly clock components to complete.



There was some truly amazing results!





OLYMPIC GAMES 2022

4 February 2022 – 20 February 2022



The Beijing 2022 Olympic Winter Games officially opened on 4th February 2022. The Games will come to an end at the



Closing Ceremony, scheduled for 20th February 2022. The Games are being held in Beijing, the People's Republic of China, making the Chinese capital the first city to host both Summer and Winter editions of the Olympics (Beijing previously hosted the Olympic Summer Games in 2008).

You will be able to watch every moment from the Olympic Winter Games Beijing 2022 live thanks to our Official Olympic Broadcast Partners. They will bring all the excitement and drama of the Olympic Games to you, live & on-demand, with the most comprehensive, relevant and tailored offerings wherever you are. You can find out [where to watch the Winter Olympics live here](#).

The first Winter Olympic Games were held from 25th January to 5th February 1924 in Chamonix, France. More than 250 athletes from 16 nations competed in 16 events contested in five sports. The Winter Olympic Games are held once every four years in different cities across the world. From 1924 to 1992, the Summer and Winter Games were each held in the same year, every four years. Since then, the Summer and Winter Games are each still held every four years but the Summer Games are celebrated during the first year of an Olympiad (a four-year period) and the Winter Games are held in the third year.

With a total of 368 medals, Norway is the most successful nation in Winter Olympic history; this tally includes 132 gold medals, 125 silver, and 111 bronze.

Events are being held in 15 disciplines across seven sports at the Beijing 2022 Games. 109 sets of medals will be awarded, seven more than there were at [PyeongChang 2018](#). New events will be contested in bobsleigh, short track, freestyle skiing, ski jumping, and snowboard.



Bing Dwen Dwen and Shuey Rhon Rhon are the two official mascots of the Beijing Winter Olympics and Paralympics. “Bing” means ice and also symbolises purity and strength, and “Dwen Dwen” represents children. The mascot embodies the strength and willpower of athletes and will help to promote the Olympic spirit.





SAFEGUARDING & FAMILY FOOTINGS



- **Daisy** is responsible for lower school families and is available on;
daisy.howden@macintyreacademies.org
- **Stevie-Jayne** is responsible for lower school families and is available on;
Stevie.JayneFarrell@macintyreacademies.org Work mobile 07504001918
- **Joan** is responsible for upper school families and is available on;
Joan.goodrich@macintyreacademies.org Work mobile 07377990796

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.

