

## Quest Academy Inclusion Summary

Inclusion at Quest includes: all the programmes of study, support strategies, learning activities and experiences that are included within a learner's personalised learning pathway to engage them with their learning and preparing for their next steps.

**Key** (See **Glossary** Document for further explanations about terminology used within this document)

	Quality of Education
	Behaviour and Attitude
	Leadership and Management
	Personal Development
	Whole School

### Safeguarding

There is a fully trained team in place who understand all the responsibilities and requirements of Safeguarding and Child Protection. Safeguarding is understood well within the school and training takes place regularly for all staff. Staff understand relevant procedures and know how to identify and action a cause for concern via the appropriate mechanisms. Safeguarding is an imperative part of any school and this is quality assured by our safeguarding lead and other DSLs at Quest Academy, recognising that our learners may be more vulnerable than those of the wider community.

**Impact** Ensures that we are able to keep learners and staff safe in line with most up to date information and practices. Safeguarding is an imperative part of our daily practice.

### EHCPs

Quest Academy identifies as early as pre-entry the requirements and expected outcomes for our learners prior to entry. We then transform information gathered into clear targets, Personal Developmental Plans (PDPs) Positive Behaviour Support Plans (PBSPs) Individual Risk Assessments (IRA) and other individualised Inclusion documents. Each area is monitored throughout the learner's placement.

**Impact** There are focussed outcomes for all learners used to strategically plan learners Personalised Learning Pathways ( **PPLs**) Used in the annual review process to target needs linking to desired outcomes through high quality specialist provision

### Transition

We have a specialist transition team who work cohesively with all key stakeholders to ensure staff understand the needs of the learners to support them with their placement on entry and beyond, at Quest we offer a five week "day at Quest" experience that reflects the daily running of school, encompassing highlighted elements. This is run by our Inclusion Team which comprises of our Family Footings Team, Compassionate School Team, and SENDCO. Transition into Quest is overseen by Tyla Owen and Transition our / Post 16 is Jamie Rynberk.

**Impact** The school has a very strong knowledge of the learners prior to their arrival which then informs further documentation, practices and procedures related to a successful placement.

### All About Me ( See Transition Documentation)

This document is a full portrait of the learner, including likes and dislikes and best forms of pedagogy and also outlines family composition. The **All about Me** document also includes a summary of the learner's EHCP needs, which informs the relevant study programmes within a learner's individual learning pathway as well as draws up the initial **PDP**.

**Impact** Staff have a comprehensive understanding of the learner and their family which supports collaborative partnership working. The All About Me document also aids in the quick allocation of learner's to short programmes of study based on their EHCP needs and priorities for learning.

### Personal Development Plans (PDPs)

Personalised Learning Plans are informed by learners' EHCP needs, outcome, provision and ongoing assessments. Each learner has 5 targets linked to our holistic curriculum: Academic: Literacy and numeracy, Skills for Life, Engagement and Wellbeing. These are set and displayed in classrooms and are shared with parents/carers.

<b>Impact</b>	Individual learners are well known to the staff and receive a targeted response to planned outcomes resulting in higher levels of progress (data available). Reviewed termly in line with EHCP requirements to have maximum effect to accelerate progress. Joint decisions with learners enables them to be more invested in target setting and their programmes of study.	
<b>Individual Risk Assessments ( IRAs)</b>		
Each learner has an Individual Risk Assessment (dynamic) which identifies key areas of risks and methodologies and actions needed to reduce risks.		
<b>Impact</b>	Learners and staff are safe and risks are reduced; actions strategies are offered as a key to manage potential risk, if any areas of risks are displayed.	
<b>Positive Behaviour Support Plans ( PBSPs)</b>		
All learners have a Positive Behaviour Support Plan; the purpose of which is to support staff identify behaviours and responses that are likely to impact on learners engagement. They include personalised strategies for learners and operate on a traffic light system linked to the Alert Programme, which provides cues offered to manage behaviour effectively.		
<b>Impact</b>	Staff are able to support learners with an individualised approach, this then gives the learner the best chance of having a positive day within school. It also gives staff a vehicle to work from in terms of best strategies to use with the learner in question.	
<b>Health Care Plans</b>		
Learners with complex medical needs have individualised health care plans approved by clinicians and families.		
<b>Impact</b>	Staff have a deep understanding of individual learner's medical needs and are able to follow clinicians/ family advice.	
<b>Therapy Teams</b>		
The therapy team enhances our provision for our learners so that they have the knowledge, skills and attributes to become successful learners, confident individuals and responsible citizens so that they are "Ready for Life".		
<b>Occupational Therapy (OT )</b>		
The Occupational Therapist works with individuals, groups and classes focussing on supporting learners to access their lessons through sensory circuits and use of whole school strategies such as the Alert Programme. Through our blended therapy approach to support in lessons the OT supports learners within lessons and supports staff through modelling of good practice, advice and training.		
<b>Impact</b>	This enables learners to access their education and independent living skills	
<b>Speech and Language (SALT)</b>		
The SALT works with individuals, groups and classes focussing on social interaction and development learners' acquisition of language. They oversee whole school strategies such as Word Aware and through our blended therapy approach support in lessons; role modelling good practice as well as giving instant advice and training to staff.		
<b>Impact</b>	Learners are able to access their education and support them to be confident individuals, successful learners and responsible citizens " Ready for Life"	
<b>Educational Psychology</b>		
Our Educational psychologist undertakes assessments with learners, works with families and staff (whole school, class training, outreach and training) where they identify individual learners needing support.		
<b>Impact</b>	Learners and staff are supported through specialist input tailor made to the team and learners. The EP offers parental consultations to support learners and their families externally and internally and gives class consultations which support in their everyday practice.	
<b>Clinical Psychology</b>		
Our Clinical Psychologist works with other agencies, families, learners and staff focussing on our more complex learners through the school's Quest Team Around the Child approach (QTAC level 3 ) They work close with members of the school's multi-disciplinary teams and provide outreach and training support to other schools in the community.		
<b>Impact</b>	All key stakeholders are provided with specialist support ensuring the best learning outcomes are achieved for learners.	
<b>Play Therapy, Art therapy and Lego Therapy</b>		
These tools provide specialist staff the opportunity to support learners' wellbeing.		

<b>Impact</b>	Learners develop their resilience and emotional well-being that enable them to access their learning and live their lives to the full.	
<b>The Compassionate Schools Team</b> The school's compassionate schools team consists of three compassionate school members and a Behaviour and Well-being Lead. These staff work collaboratively with Therapy, our Family Footings team and class teams. They are part of the school's transition team and oversee the transition programme in school. Each Compassionate Schools coach have specialist areas which includes: anger management, counselling, CBT, bereavement, dietitian and fitness instruction, first aid, mental health. All are trained PBS coaches.		
<b>Anger Management</b> Learners are supported to manage their emotions and early warning signs through planned and dynamic interventions linked to our whole school approach and strategies.		
<b>Impact</b>	Learners are enabled to recognise and express their emotions in a socially acceptable way in different settings.	
<b>Counselling</b> There are a number of staff who have different counselling skills qualifications who, dependent on their level of qualification, are able to use their counselling skills or act in the capacity as a counsellor to support learners to discuss areas they feel will help them.		
<b>Impact</b>	Learners are enabled to express their feelings greater self-acceptance and self-esteem.	
<b>Cognitive Behaviour Therapy (CBT)</b> Two of our compassionate school's coaches are qualified to use CBT to support learners identify and manage their feelings.		
<b>Impact</b>	Learners are able enabled to better identify their feelings and are able to use strategies to support them deal with the challenges they face.	
<b>Bereavement</b> Bereavement, grief and loss can cause many symptoms which can significantly impact on a learner's quality of life. Bereavement counselling supports any learner who has been affected by loss by providing them with a safe space to talk.		
<b>Impact</b>	Learners are able to access support when they are ready to talk about their emotions which overtime supports them to lead a happy, fulfilled life.	
<b>School Council</b> The school council provides a meaningful way for our learners to voice their opinions and have their views taken into account about decisions that impact upon them. The school council played a key part in the school achieving the bronze Rights Respecting Schools award. Each week learners in the School council work with their classes to highlight the importance of every child knowing their rights and responsibilities and being able to speak about their rights and the responsibilities linked to this. By having weekly meetings this helps the school council to pass on opinions and views from other learners and speak about their own opinions and views showing the importance of every learner having a say and their voice being heard.		
<b>Impact</b>	School council representatives are able to develop their communication and leadership skills and through the "you said, we did" strategy ensure that the voice of all learners are heard and actioned. By working on Rights Respecting Schools this helps the school council members to learn about their rights and pass on what they have learnt to other learners in the school so that all learners know how to speak about their rights and express themselves.	
<b>Equality Champions</b> Our Equality Champions team are a group of like-minded learners who are passionate about promoting equality and celebrating uniqueness. The Equality Champion team work together to plan different events to support other learners in the school to learn about the different social and historical movements which have happened to get society to where we are now.		
<b>Impact</b>	With support from our Compassionate Schools coach our Equality Champions support all learners to have a better understanding about equality and the importance of celebrating uniqueness. The Equality Champion team help the whole school learn about different events so that they can continue to show Equality and Diversity and help others learn about this.	
<b>Girls Group</b> The school has an established lower school and an upper school girls group to support them to thrive in a predominantly boys school.		
<b>Impact</b>	The girls feel a sense of belonging and have formed closer relationships with girls outside of their class group. Girls who attend the upper school girls group have benefited from having a forum where they can talk about topics linked to being a teenager	
<b>Family Footings</b>		

<p>Our Family Footings Team consists of two Family Footings members of staff and our Safeguarding and Well-being lead. These staff work collaboratively with all teams across the school and are part of the school's transition team. One of our Family Footings member of staff is one of our two mental health practitioners. All have undertaken EHA, CIN and DSL training. The Safeguarding and Well-Being Lead and Principal also attend CP, Strategy and Position of Trust meetings.</p>		
<p><b>CIN EA CP</b> Our Family Footings Team play a pivotal part in working with families and staff to ensure learners thrive. They use a "person centred approach" in their work with learners, families and other professionals such as health and social care to ensure the best outcomes for learners and their families can be achieved.</p>		
<b>Impact</b>	Through these multidisciplinary meetings, Quest is able to positively contribute towards impacting learner and family lives positively, through relevant support strategies implemented via our offer	
<p><b>Targeted CPD support</b> The school uses a wide range of whole school approaches to support learners develop the skills and knowledge to be confident individuals, successful learners and responsible citizens.</p>		
<b>Impact</b>	All stakeholders are better equipped to ensure learners have the best educational experience in relation to meet their individualised needs and interests.	
<p><b>Quest Approach to Learning</b> Quest's approach to learning is based around the structured method of Accelerated Learning. All lessons/sessions follow the same structure and learners are provided with a Learning Agenda from which they can see what is coming next and what the expectations for learning are. This approach also supports learners to reflect on their learning and how to transfer their learning to other contexts.</p>		
<b>Impact</b>	Lessons across the school are consistent in their delivery providing predictability for learners and therefore reducing anxieties towards learning. The approach also supports learners to be reflective and consider how they can use some of the skills learnt in a specific lesson/situation to other areas in and out of school.	
<p><b>Quest Approach to Inclusion and behaviour</b> Quest has developed its own approach to support learners manage and communicate their emotions in a socially acceptable way. All of the approaches we use our based on our commitment to providing an environment where learners thrive. Our approach has been developed and uses elements of different nationally recognised methodology which includes the Compassionate Curriculum, Positive Behaviour Support, Protective Behaviours and PACE.</p>		
<b>Impact</b>	Learners develop the skills needed to manage their emotions and engage with their learning which overtime supports their wellbeing.	
<p><b>Quest Approach to Reading and acquisition of language</b> Our philosophy is driven by our determination that every learner at Quest will learn to read and develop a life-long love of reading. Please see the Reading Guidance and Teaching and Learning Policy for more detailed information.</p>		
<b>Impact</b>	Learners become confident readers and appreciate the value books can bring to their lives	
<p><b>Morning PowerPoint</b> The morning PowerPoint gives learners a consistent start to each school day, allowing them to quickly settle with a familiar activity. The morning PowerPoint also provides a vehicles for additional literacy, numeracy, current affairs and the teaching of Fundamental British Values linked to our Rights Respecting Schools Status. The morning PowerPoint also gives learners a script each week to focus on, such as personal space.</p>		
<b>Impact</b>	Through the Morning PowerPoint learners develop their academic skills and in particular social skills during discussion of Newsround topics i.e. taking turns to talk, not interrupting peers and filtering responses to ensure they are appropriate for the group.	
<p><b>Extended Schools Provision</b> This gives learners the opportunity to access a variation of clubs in the school holiday and afterschool, examples include music, sports, art.</p>		
<b>Impact</b>	Gives learners a new set of skills, communication, waiting skills and how to act in social situations in a non-school environment. It also allows learners to form friendships.	

<b>Thursday Club</b> Allows learners to take part in activities that they may not have previously experienced with peers who are not in their class.		
<b>Impact</b>	Learners grow in confidence and build positive friendships outside of their class.	
<b>Breakfast Club</b> At Quest Breakfast Club, learners have the opportunity to unwind and relax whilst having a healthy breakfast as they arrive at school, some from long taxi journeys. They are welcomed into the building by friendly staff who act as role models and encourage positive “family” interactions with their peers.		
<b>Impact</b>	Learners are able to regulate after their journeys to school and engage in positive social interaction with their peers, enabling them to be more ‘Ready to Learn’ when Form Time begins.	
<b>Holiday Clubs</b> This is a wide range of in and out of school activities; consisting of trips out, in school games and accidental learning within the holiday period.		
<b>Impact</b>	Learners build social skills and gain experience about how to manage themselves in different social contexts.	
<b>Vehicles of Engagement</b> We use the term <b>Vehicles of Engagement</b> to describe how the practical subjects either in their entirety or used as a medium in other more academic subjects, engage, inspire and support learning. Practical subjects include: Digital Media, Music Technology, Creative Arts, Food Technology, Community and Enterprise ( includes the on-site and virtual shop and radio station)		
<b>Impact</b>	Learners engage with their learning and develop and master technical and social skills which assist them in their next steps.	
<b>Entrepreneurship</b> At Quest we believe that by having and encouraging entrepreneurship teaches and supports our learners to think outside the box and nurtures their what may some feel are unconventional talents and skills. Furthermore, it creates opportunity, ensures social justice, instils confidence and stimulates our local economy on a small scale.		
<b>Impact</b>	Learners are able to transfer learning to different contexts and gain the knowledge, etiquette and skills needed in different situations.	
<b>School Café and shop</b> Through use of the <b>School Café and shop</b> learners are able to experience a work related setting, transferring life skills and functional literacy/numeracy skills into a real life context, supporting our local community.		
<b>Impact</b>	<b>School Café:</b> Learners gain the knowledge and understanding related to food preparation & hygiene, money & stock budgeting, as well as being able to contextualise and apply these to a service industry setting. <b>Shop:</b> Learners develop their social communication skills with members of the community as well as the specific skills needed to run a shop setting. As a result they have improved levels of confidence and resilience needed for future employment.	
<b>On line School shop</b> Our on line shop supports learners to experience an e-commerce platform and create products to sell linked to their interest customer demand.		
<b>Impact</b>	Learners are able to apply specific skills relevant to each stage of the process; product creation, advertisement, selling and delivery. They also gain a better understanding about how profits are made and the importance of reinvestment. This is linked to how the importance of budgeting and saving at home.	
<b>Radio Station</b> All learners have the opportunity to contribute to the production and broadcasting of the Quest Radio station.		

<b>Impact</b>	The station helps to build a sense of community and belonging whilst at the same time developing learners' vocational skills which they can transfer to a variety of possible careers. It is an excellent opportunity where learners develop; functional communication, literacy, confidence, problem solving and resilience skills.	
<b>Graffiti Art Project</b>		
The aim of this programme of study is to introduce the learners to art, using the medium of Graffiti / Street art, also raising awareness of the difference between "Art and Vandalism" and the possible repercussions of Vandalism vs the possible rewards of Art.		
<b>Impact</b>	The vehicle of "Urban Art" allows our learners that would possibly not engage with Art to exercise their creative muscles. It also helps to promote teamwork, sharing and turn-taking. It teaches colour coordination, paint techniques, and gives the learners something to work towards. The learners also gain an understanding about proficiency and responsibility when they use actual spray paint on larger team projects.	
<b>Drama Workshop Interventions</b>		
All learners take part in a variety of activities that allows a learner to express their emotions and creativity through drama.		
<b>Impact</b>	Learners develop their communication and English skills which supports them to express their emotions and themselves.	
<b>Careers guidance and WEX and next steps</b>		
The school offers Careers Information Advice and Guidance in the form of discrete lessons taught to learners across Years 8 to 11. In addition, the school has recruited the services of a dedicated Careers Adviser who performs interviews with learners, meetings with parents and small group presentations with learners.		
<b>Impact</b>	Through our focused approach linked to the Gatsby Benchmarks learners engage and are fully involved in their learning which includes preparing for the next steps.	
<b>WEX Placements and our live WEX " Paul Bassi " room</b>		
It is recognised that a large majority of our learners would meet difficulties in an external work placement opportunity without significant support. Therefore, Quest Academy has developed an on-site live commercial working opportunity that allows our learners to "leave the school" and "engage in meaningful work based opportunities" all within the comfort of the same site through real projects.		
<b>Impact</b>	Learners have a broader understanding of the skills and attributes required to function in the world of work.	
<b>Careers Guidance</b>		
Our careers programme remains responsive to the criteria offered through the Gatsby Benchmarks to support learners to achieve their next steps so that they are " Ready for Life" they take part in a range of programmes of study and activities.		
<b>Impact</b>	Through the implementation of a variety of opportunities from Web based software packages and Labour Market Information, to visiting speakers and college tours, learners across years 8 to 11 are exposed to a variety of information that allow them to make informed decisions about their next steps.	
<b>Partnership Working</b>		
We strive to build positive relationships with all stakeholders which is achieved through school events such as end of term fairs, extended services provision, community trips and award ceremonies.		
<b>Impact</b>	Through collaborative work with neighbouring school and local community facilities, learners have access to new life experiences. Our work with different stakeholders also empowers them to become the best they can be.	
<b>Social Skills Activities</b>		
To support learners develop their social skills in a range of settings there is a timetabled time lesson once a wee where learners take part in a range of activities to support them develop the skills and attributes needed.		
<b>Impact</b>	Learners are supported to develop their skills and understand the etiquette of specific situations.	