MacIntyre Academies
Quest Academy

Quest Academy Glossary

Rationale

The purpose of this document is to **support different stakeholders understand the terminology used in Education and at Quest**. It can be read in its entirety or act as a point of reference.

Contents Page

Our Vision: Our Quest: working together, nurturing individuals, celebrating uniqueness, unlocking potential, friendships and memories "***Ready for Life!"***

Our Mission: To create a school community where everyone can "**be who they are and become who they are not yet"**

Our Ethos: We use the Spanish word *Querencia* to describe the way we work together - creating a sense of belonging through mutual trust and connectivity.

Our Core Values: **Compassion** - we focus on the positives; **Ambition** - we challenge ourselves (learners, families and staff) to go further; **Partnership** - we are better when we work together
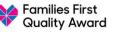
Our four Strategic leadership Strategies Communication, Accountability, Planning and Empowerment (CAPE)

Colour Coding representing stakeholder group involvement

SLT	ELT	Governance and Ofsted	All Stakeholders	Families	Learners	Staff/school / Education

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Exclusive Quest Terminology – General

Abbreviation	Terminology	Description
Educational Philosophy	Educational Philosophy	Our **Educational Philosophy** is closely aligned to our **core values: compassion, ambition and partnership** and is based on our belief that **learners excel when they feel safe, are happy and feel accepted for who they are.**
CAPE	Communication , Accountability, Partnership and Empowerment	We have four strategic leadership strategies that underpin the way we work: **communication, accountability, partnership and empowerment**.
Quest Curriculum	Quest Curriculum	We have developed a **holistic skills and knowledge based mastery curriculum** which consists of four key areas: Academic, Skills for life, Engagement and Well- being. The curriculum is designed to ensure that we meet our vision of being "Ready for life."
Quest Curriculum Principles	Quest Curriculum Principles	Our curriculum is based on three principles 1) **Personalisation 2) Engagement and challenge 3) Progression and transition**.
Teacher	Teacher	At Quest we consider **everyone to be a teacher** and that learning can take place anywhere.
Inclusion	Inclusion	Inclusion at Quest includes: all the **programmes of study, positive behaviour support strategies, therapy and blended learning opportunities and experiences** that are the **component parts** of a learner's personalised learning pathway to **engage them with their learning and prepare them for their next steps, creating a community of belonging.**
Personalisation	Personalisation	**Personalisation** at Quest refers to a diverse variety of, learning, instructional approaches, and academic-support strategies used to support the divergent learning needs, interests, aspirations, and cultural backgrounds of each individual learner.
PLS	Personalised Learning sessions	**Personalised learning sessions** are timetabled throughout the week, providing learners with opportunities to support them develop their interests and priorities for learning as outlined in their PDP and EHCP.
PDP	Personalised Development Plan	**Every learner has a PDP which identifies 5 key learning priorities per term**. Staff refer to learners' PDP objectives when planning lessons and record learners' progress where appropriate. When learners "master "a specific objective the teacher will upload evidence onto Odyssey. Regardless of the rate of progress a learner makes, all levels of progress are recorded onto Odyssey. Whole school data drops are completed on a termly basis.
PALS	Priority areas for learning	Through use of qualitative and quantitative evidence learners are allocated **five PALs** to support them with their learning these are recorded and monitored through each learner's PDP.
All about me	All about me	This document is completed as part of the admissions process and **summarises key information about a learner** and includes: what is important to them, their future aspirations, what people admire about them, how to best support them and how they demonstrate their emotions.
COaP	Class on a Page	This is a document that **summarises key information about every child in a class**. They are brief bullet points that include things they like and dislike, offering **an "at a glance" view**.
QCS	Quest Champion Standards	At Quest we have created a set of core qualities that aim to focus on the growth, continued professional development and succession planning for support staff. The standards feed into the performance management process and encourage positive conversations with a view to nurturing talent for the future. This will help to facilitate staff to be the best that they can be, further driving our school improvement. As part of this process we have developed a skills matrix based on feedback from support staff following self-assessment of their strengths and areas for development against each of the qualities. **Champions are identified to provide support, coaching and mentoring.**

Exclusive Quest terminology linked to learning

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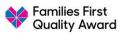
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Quest Approach	Quest Approach	At Quest we use the **accelerated learning approach** to facilitate learning and through the use of agenda sheets, scripts and enable tables, support learners to become successful, confident independent learners.
Accelerated Learning	Accelerated Learning	Is a **multidimensional approach** that supports learners to engage, absorb and retain information in a multi-sensory and natural way. It is based on the latest brain research and incorporates techniques used to maximise parts of the brain and learning. There are four distinct parts to a lesson: **Connect, Activate, Demonstrate and Consolidate**.
CC	Creative Curriculum	**Creative curriculum** is a term that describes two lessons that are taught at Quest. One lesson is based around the humanities sessions whereas the other is based around the social curriculum. This makes sure that the afternoons offer a **holistic education**.
Odyssey	Odyssey	**Odyssey** is a web-based assessment system, accessed during each curriculum session, which the school uses to inform teaching and learning and record the progress learners make across the four areas of our holistic curriculum.
LOM	Levels of Mastery	There are **four levels of mastery a learner at Quest works towards against each skill and area of knowledge**. These are **Encountered** (Introduction to a skills but needs a high level of support) **Developing** (Needs a high level of support to grasp concepts but understands some concepts independently) **Securing** (Needs less structure and support understands the concept but can cannot apply to another context) and **Mastered** (Consolidated learning , requires no support and can apply in a range of settings and can use learning to critically apply)
BA	Baseline Assessments	At Quest we use Baseline assessment to identify a starting point, establish the strengths and areas for development to support learning and to identify priorities for learning. As **part of the assessment processes we use standardised tests** so that we can compare learners' performance against other learners of the same age. This supports us to help reduce the attainment gap.
SBT	Standardised Baseline Tests	We use a range of **standardised tests** (GL assessments, Accelerated Reader, CELF, Dyslexia screening, BPVS, Marion Blanks level of Questioning) in order to determine starting points for our learners and to further track progress, drawing comparisons with National measures of progress.
Age expected norms	Age expected norms	Learners will be given targets for attainment, and progress will be measured against these targets. Measures of 'expected' progress or 'on track' for each learner will be drawn from the **progress pupils make towards their age related expectation e.g. what is the average 11-year-old able to do and is the gap between the child or young person and the average closing**?
PPR	Previous Progress Rate	**PHASE1- Baseline values** for each curriculum area will be divided by the amount of years the learner has been in education to produce a Previous Progress Rate measure based on prior attainment for each individual subject. Expected progress will be maintaining this level of progress.
QCR	Quest Challenge Rate	**PHASE 2- To ensure targets are ambitious, after a full two terms of attendance** at Quest (e.g. Aut 18- Sum 19), learners will have their targets reviewed and a new Quest Challenge Rate measure will be set to enable the learners to work towards achieving age related expected norms. i.e. – if they are 11 years old they should achieve 43% of the "I can statements"
NM	National measures of progress	National measures of progress (end of Key Stage 2 testing and end of Key Stage 4 testing) will also continue to be reported. At Key Stage 2, due to national changes to assessment, this will be a numerical score (a score of 100 will represent the average at age 11). At Key Stage 4, this will be dependent on the qualification pupils are working towards**.**
Dialogue Days		Dialogue Days	**Dialogue days** provide learners with the **opportunity to discuss the learning and progress they have made in a specific subject** on a half termly basis. These are timetabled as part of the QA and Monitoring Calendar.
Home Learning	Home Learning	Many of our learners have had negative experiences linked to homework and as a result we have created a range of termly **optional home learning** activities that learners can complete at home. Learner's achievements are recognised through a variety of ways including EMPATHY points, certificates, post cards sent home and publications of their work in the newsletter and website.
ACE	Adventure, Community and Enterprise	As part of our curriculum offer learners take part in **Adventure, Community and Enterprise** lessons. Each term learners take part in different learning opportunities linked to the Community, Enterprise and Outdoor learning curriculum. Through these experiences learners develop their knowledge and skills linked to the different aspects that make up our Holistic Curriculum.
CHIF		Communication & Interaction, Healthy Active	This acronym outlines the **focus areas** included within our ACE curriculum.

		Lifestyle, Independence, Functional Skills	
Quest 8 Ready for Life Awards	**Quest 8 Ready for Life Awards**		The Quest 8 awards recognise learner achievements at the end of each Key Stage. To achieve the award , learners need to demonstrate how they have met the criteria for each of the 8 areas: Academic, skills for life, engagement, wellbeing, community, , culture, charity and Quest experiences .

AS	**Agenda sheets**	**Agenda Sheets** provide a framework for learners to focus and reflect on their learning throughout the four stages of the accelerated learning approach staff use in lessons.
ET	**Enable Tables**	**Enable tables** contain resources that learners can use to support them to learn, increase their independent learning and make good choices.
KP	**Knowledge Planners**	**Knowledge planners** are developed by the class teacher for each topic they are teaching within a subject, and outline the key skills and knowledge required for a topic in a learner-friendly way. They are constantly referred back to as part of the teaching process and help support consolidation of learning.
WA	**Word Aware**	**Word Aware** is a dedicated whole school approach to promote the vocabulary development (spoken and written) of learners at Quest. It is a structured evidence based approach to teaching vocabulary in the classroom, following the STAR process: Select- Choose the best words to teach, Teach- Specific teaching of words, Activate- Encounter them again through lessons Review- Recap and reinforce learning.
AR	**Accelerated Reader**	**Accelerated Reader** is a whole-group **reading** management and monitoring programme which we use with learners across the school. The programme supports our learners to foster the habits needed for independent reading, allowing for improved access to the curriculum.
BC	**Bug Club**	**Bug Club** is a whole-school **reading** programme which learners in the Lower School use to support them to develop a love of reading and become lifelong **readers**.
Lexia	**Lexia**	**Lexia Reading** is a computerised **reading** programme that provides phonics instruction and gives our learners independent practice in basic **reading** skills. We use this alongside our other reading programmes.
Toe by Toe	**Toe by Toe**	This supports learners who have specific difficulties with decoding and is used alongside other programmes.
MH	**Manga High**	**Mangahigh** is a game-based learning platform based on the principles of growth – mindset and play which we use to support our learners to engage and develop their mathematical understanding.
RA	**Reading Age**	**A reading age identifies** the **level** of **reading** ability that a learner has in comparison to an average child of a particular **age**.
RC	**Reading Comprehension**	**A reading comprehension age identifies** the **level** of **reading** comprehension that a learner has in comparison to an average child of a particular **age**.
SA	**Spelling Age**	**A spelling age** refers to a child's **spelling** ability in relation to the average **age** of comparable ability.
Iris Connect	**Iris Connect**	**IRIS Connect** is a collaborative teacher development space which enables teachers to work together in groups, share their resources and participate in online courses. It has been shown to help teachers develop new skills, refine their instruction, improve collaboration and deliver improved learning outcomes.
Books of Knowledge	**Books of Knowledge**	Books of Knowledge are used **to support learners' acquisition of language**.
EET	**Expanding Expression Tool**	**EET** is a multi-functional, tactile tool to help with language and writing development. It can be used for oral expression and written expression
Colourful Semantics	**Colourful Semantics**	This programme **supports learners to develop their grammar** but is rooted in the meaning of words (**semantics**). **Colourful semantics** reassembles sentences by cutting them up into their thematic roles and then **colour** codes them. The approach has 4 key **colour** coded stages.

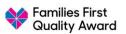| LOtC	Learning outside the Classroom	Is the process of planning for and utilising the many specialist facilities in the school building, grounds and offsite visits. **It is about getting learners out and about, providing them with challenging, exciting and different experiences to help them learn.**
Shared Reading	Shared Reading	During shared reading exercises learners are supported to **read more challenging texts.**
Guided Reading	Guided Reading	This is where learners are given reading materials **in line with their reading age and require less adult support.**

Inclusion and Learner Voice

Extended Services	Extended Services	As part of our extended Schools Service we run a "**Thursday club"** runs every Thursday between 3.30pm – 5.30pm. During this time learners are able to take part in clubs and parents/ carers are able to meet informally and or talk with individual staff members. Once a month the school runs parent support workshops. We also run holiday clubs during the Easter and Summer holidays. Our Family Footings and Compassionate School teams are also employed for 44 weeks a year and are available to support families during the holidays.
Compassionate teaching principles	Compassionate teaching principles	These principles guide staff in their approach to support learners be safe, healthy and successful
QTAC	Quest Team Around the Child	At Quest we use an **integrated multi – disciplinary** approach to support learners through our **QTAC process**. Level 2 QTAC meetings involve relevant staff coming together to share information about a learner and agree outcomes and actions. Learners who have a Level 2 QTAC are reviewed on a rotational basis through the BASS meetings and at the end of each term. Level 3 QTAC meetings are led by the school's Clinical Psychologist and are reviewed fortnightly or monthly as required.
BASS	Behaviour, Attendance Support Strategy Meetings	**BASS meetings** provide a weekly forum for identified staff to discuss learners who are highlighted as a cause for concern based on "learner monitoring", data from IRIS Adapt and information from Safeguard. We also monitor attendance through these meetings. Actions and outcomes are discussed and reviewed in line with the school's QTAC process. Any learner due to be discussed in a CIN will be discussed in a BASS meeting prior to a meeting.
Social Skills	Social Skills	At Quest we believe that childhood is very precious in its own right but also because it lays the foundations necessary for a fulfilled and happy adult life. As a result all learners take part in a range of social skills activities with each area having identified outcomes.
Scripts	Scripts	At Quest we use **"Help Scripts"** linked to our school expectations to Be Ready, Be Respectful and Be Safe to support learners develop the knowledge skills and attributes needed to be Successful learners, confident individuals, more independent and responsible citizens.
CBT	Cognitive Behaviour Therapy	Is a **talking therapy** that can help learners **manage their problems by changing the way they think and behave**.
PBS	Positive Behaviour Support	**Positive Behavioural Support (PBS)** is a person-centred approach to supporting people who display, or are at risk of displaying, behaviours which challenge. PBS involves understanding the reasons for the behaviour and considering the learners as a whole to implement ways of supporting them.
PBSP	Positive Behaviour Support Plan	A PBSPs is a **behaviour support plan** based on the results of a functional assessment and uses Positive Behaviour Support (**PBS**) approaches. The **plan** contains a range of strategies which not only focus on the challenging behaviour(s) but also include ways to ensure the person has access to things that are important to them.
Team Teach	Team Teach	Is a whole setting accredited approach to behaviour management that **aims to use de-escalation and behaviour strategies** as a standard response to challenging behaviour and can incorporate restrictive positive handling **techniques** that are graded and gradual (up or down) as the situation requires.

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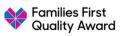| PPS	Personalised Programme of Support	Through observations and trends in behaviour data, we can proactively address behaviours that concern. We look for opportunities to support learners by **breaking down barriers and promoting positive behaviour**. We use **intrinsic motivators** as a vehicle to engage learners positively with education.
Protective Behaviours	Protective Behaviours	Is **a safety awareness and life skills programme** used across Quest to support our learners to build confidence and resilience by exploring their right to feel safe.
THINK	THINK	We use the acronym **THINK** to support our learners to **give honest and constructive Feedback** (T- is it true, H, is it helpful, I, is it inspiring, N, is it necessary, K is it kind.)
Alert Programme	Alert Programme	Is a programme that is used to **support learners understand their levels of alertness** so that they are able to self-regulate and engage in activities.
Rights Respecting Schools	Rights Respecting Schools	We are a **Rights Respecting school** (Bronze Award) that focuses on developing learners wellbeing, participation, relationships and self-esteem through our Quest person centred approaches to Inclusion.
PACE	Playfulness, Acceptance, Curiosity and Empathy Model for trauma	At Quest we use **PACE (Playful, Acceptance, Curiosity, and Empathy) principles** to support adults working with children who have experienced **trauma.**
RRS	Be Ready, Be Respectful Be Safe	At Quest, we are committed to creating an environment that has high expectations and provides the boundaries learners need so that they develop and master the knowledge, skills and attributes needed to be successful learners, confident individuals and responsible citizens. We achieve this through reminding and recognising when learners are **Ready, Respectful and Safe.**
SC	School Council	**Our school council** is made up of a group of learners who have been elected to represent the views of all of their peers and to improve their **school**. Once a week learners within each class are given the opportunity to talk about their school and receive feedback from the school council through a "You said, We did" activity.
Digital Leaders	Digital Leaders	**Our Digital leader team** is made up of learners across the school who empower and educate their peers about online safety.
"You said we did"	You said, We did"	"**You said, we did** "Is a process that is used by Quest to gather stakeholder ideas and feedback to ensure that stakeholders know that they have a "voice", that they are "listened to" and that there is a feedback loop process.
Iris Adapt	Iris Adapt	At Quest we use this **web based system** to log and analyse pupil behaviour, accidents and communication.
Safeguard	Safeguard	At Quest we use a software system called **SafeGuard**. All staff report their safeguarding concerns which are then effectively managed by the school's Safeguarding Lead. The system ensures compliance with all current legislation, standards & guidance and provides clear, auditable safeguarding evidence for analysis.
EMPATHY POINTS	EMPATHY **E**ncouraging others, **M**aking the right choice, **P**erseverance, **A**bove and beyond , **T**aking responsibility, **H**onesty, "**Y**es I can do attitude"	Learners receive **EMPATHY points** when they demonstrate key attributes that will support them to become confident individuals, successful learners and responsible citizens.
Recognition	Recognition	During **Recognition** time learners discuss their achievements and are given the opportunity to take part in choice time activities at the end of lessons and school day.

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Making it right	Making it right	Our mission is to ensure we create a **Culture of Investment** that enables every member of our school community to become **better versions of themselves**. Staff support learners to become their best self through "Making it Right" sessions. The overriding aim of "Making it right" sessions is to ensure that all learners have a **fresh start** each day as this supports learners to make more positive decisions throughout the week. In addition leaners need to understand that by completing their work and demonstrating positive behaviours and attitudes they will increase their **life chances and opportunities.**

Key SEN / Educational terminology

PA	Persistent Absence	This is a term used to describe any learners whose attendance is 10 % or more below attendance of sessions. Our school target for attendance is 95%.
ADHD	Attention Deficit Hyperactivity Disorder	This is a term used to describe a learner who has difficulties in the areas **of attention, level of activity and impulse control.**
ASD	Autism Spectrum Disorder	Autism is a **lifelong developmental disability** which affects how learners communicate and interact with the world. It is a spectrum condition and therefore whilst learners diagnosed with ASD share certain difficulties they will be affected in different ways.
ODD	Oppositional Defiant Disorder	This term is used to refer to learners who constantly argue ('oppose') and disobey ('defy') those looking after them, much more than would normally be expected particularly towards authority figures such as parents and teachers. Children with **ODD** tend to observe basic social rules but will act in a persistently disobedient and disruptive manner.
CP	Cognitive Profile	This term is used to describe a learners underlying brain skills that make it possible for us to think, remember and learn. If a learner has difficulty with all of these which affect their learning and everyday skills they are deemed to have severe learning difficulties. If learners are **affected in one or two areas they are deemed to have SpLD.**
PDA	Pathological Demand Avoidance	The term **PDA** is used to describe a learner whose main characteristic is to avoid everyday demands and expectations to an extreme extent.
SpLD	Specific Learning Difficulty	SpLD is a term that refers to a **difference or difficulty with particular aspects of learning**. The most common SpLDs are dyslexia, dyspraxia, attention deficit-hyperactivity disorder, dyscalculia and dysgraphia. An individual may have one of these independently or they can co-exist as part of a wider profile. SpLD exists on a continuum from mild to severe.
SEMH	Social Emotional and Mental Health	This term is used to describe the **severe difficulties some learners have with regards to managing their emotions and mental health** and their ability to communicate this in an acceptable way and understood by all.
MLD	Moderate learning difficulty	This term is used to describe a learner is performing at **significantly lower levels than their peers in reading, writing, spelling and sometimes numeracy.**
CI	Communication and Interaction	This term is used to highlight difficulties learners may have in relation to **communication and interactions.**
Dyscalculia	Dyscalculia	This term is used to describe a learner's difficulty comprehending arithmetic.
Dysgraphia	Dysgraphia	Learners with **Dysgraphia** have difficulties with spelling, poor handwriting and trouble putting thoughts on paper.
Co morbidity	Co-Morbidity	This term is used to describe a learner who has one or more additional **conditions co-occurring with (that is, concomitant or concurrent with) a primary condition.**

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Multi- Disciplinary Key Terminology and Staffing

EP	**Educational Psychologist**	Our, **EP Xavier Eloquin**, works directly and indirectly with families and learners focussing on how to maximise learning in school.
OT	**Occupational Therapist**	Our **OT, Harry Sanderson**, assesses and supports learners who have difficulties that affect their ability to do every day functional activities so that they can access the school curriculum to their full potential.
SALT	**Speech and Language Therapist**	Our **SALT, Amy Wilkins,** works with staff and learners' to support learners' acquisition of language and social interactions.
CP	**Clinical Psychologist**	Our **Clinical psychologist, Anna May**, uses an integration of science, theory, and clinical knowledge for the purpose of understanding, preventing, and relieving psychologically-based distress or dysfunction and to promote subjective well-being and personal development of our learners. She works closely with our Multi- Disciplinary Team and families and oversees QTAC level 3s.
PT	**Play Therapist**	As part of our child centred personalised learning curriculum learners are able to benefit from specialist programmes run by different multi- Disciplinary members of staff. Anna Stelfox, our **Play Therapist**, supports learners develop their emotional resilience through the use of play.
LADO	**Local Advisory Designated Officer**	Every local authority has one or two LADO who gives guidance to agencies and liaise with the Police to ensure that any potential /cases are dealt with in a fait and consistent way. To contact a **LADO**, DSLs use a referral form called a: **Position of Trust Multi-Agency Referral Form.**
DSL	**Designated Safeguarding Lead**	Nicola Wells has overall responsibility for safeguarding and child protection across the school.
DDSL	**Deputy Designated Safeguarding Lead**	**Quest has a team of DSLs**: Anna Stelfox, Tyla Owen, Daisy Howden Joan Goodrich (Core Team) Ben Makins, Ed Wells and Sarah Woods who oversee safeguarding and chid protection in the school. Anna Stelfox is responsible for overseeing daily Safeguarding and Protection and E-Learning.
SW	**Social Worker**	As part of the CIN process a **social worker** is allocated to a family to provide them with the relevant, individualised support and guidance needed.
CEIAG	**Careers, Education, information advice and guidance practitioner**	**CEAIG** is an entitlement to every learner across the country. As part of our planned approach to careers and preparation for learners next steps Ginny Willis, (CEAIG) works collaboratively with the school, families and learners.
PLANCO	**Education, Health and Care Coordinator**	**The EHCP coordinator** is responsible for the complex casework for children, young people and adults with special educational needs with an Education, Health and Care Plans.
LF	**Line facilitators**	At Quest **Line Facilitators** (Many establishments refer them as line managers) support specific members of staff to achieve their specific roles and their objectives)
FFT	**Family Footings Team**	Our **Family Footings Facilitators** work closely with learners and their families. They introduce families to the benefits of using person centred thinking and other tools to assist parents/carers when they are interacting with professionals involved in their children's lives. They offer flexible, honest and accessible support to all.
SAWL	**Safeguarding and Wellbeing Lead**	Our **Safeguarding and Wellbeing Lead**, Anna Stelfox, Leads the Family Footings Team and Therapy Team and is a member of ELT. Anna has overall responsibility for day to day Safeguarding (not related to staff)
IAWL	**Inclusion and Wellbeing Lead**	Our **Inclusion and Wellbeing Lead**, Ed Wells, leads the Compassionate Schools Team and is a member of ELT.
CSC	**Compassionate Schools Coach**	We have four **Compassionate Schools Coaches** who make up our specialist inclusion team. Their overriding aim in school is to work collaboratively with staff teams to ensure learners feel safe and support them to self- regulate and communicate their emotions in an appropriate way. Each individual CSC specialises in specific areas and oversees a particular area.
TA	**Teaching Assistant**	**Teaching Assistants** support learners to learn.
HLTA	**Higher Level Teaching Assistant**	**Higher level Teaching Assistants** carry out similar duties to Learning Associates but have increased levels of responsibilities.

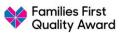| SENDCO	Special Educational Needs and Disability Coordinator	Our **SENDCO**, Ben Makins, has overall responsibility for overseeing the SEN Policy across the school and liaising with different stakeholders and agencies.
EHCP Coordinator	Education, Health, Care Plan Coordinator	Our **EHCP Coordinator**, Sarah Woods, supports the SENDCO in his role and oversees the EHCP review process in school.
CEO	Chief Executive Officer	**Our Chief Executive Officer** delivers and leads the Trust's its vision, strategy and culture, improving organisational performance, sustainability and compliance and building key external and internal relationships.
SLT	Senior Leadership Team	The Senior Leadership Team are responsible to the Trust for the leadership and management of the school. Each member of the team has specific responsibilities and are line facilitators for senior members of staff. These are outlined in the Roles and Responsibilities booklet
DT	Designated Teacher	Our **DT**, Ben Makins, has been trained to **support children who are looked after.**
ELT	Extended Leadership Team	**ELT** is made up of a multi-disciplinary of senior staff who have additional responsibilities. They play a pivotal role in supporting SLT and classroom staff to create environments that support learners to be "Ready for Life"
SH	Stakeholders	Groups of people involved in the education and wellbeing of learners at Quest.
LAB	Local Advisory Board	Our **LAB** plays a key **role** in supporting MacIntyre Academies Trust **Board** to fulfil their regulatory **duties** by providing **local** scrutiny. Particular focus is given to: Implementation of the School Improvement Plan and school curriculum.
SC	School Council	Our **School Council** provides opportunities for our learners to learn about effective self-government, develop good communication skills and take responsibility for social and community development. The Student Council is made up of elected members from each class across the school. They meet on a weekly basis, under the guidance of one of our Compassionate Schools Coaches, Emily Smith, to consider issues raised by their peers through using the "you said, we did" system

Key Terminology (Children)

PEP	Personal Education Plan	A **PEP** is a record of how professionals around the **child looked after** will support these children's educational outcomes and achievement.
CLA	Child Looked After	**Any child** who has been in the care of their local authority for more than 24 hours is known as a **looked after child**. **In** n general, **children** looked after live with foster parents.
FSM	Free School Meals	Free school meals are available to pupils in receipt of, or whose parents are in receipt of specific benefits.
PP	Pupil Premium	This funding is given to learners who receive or have received **FSM in the last six years**. The funding supports learners to decrease the learning gap.
FSM6	Free school Meals -last 6 years	Learners who fall into this category have received **FSM** in the last six years.

Key Terminology (Services)

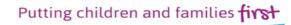| EPS	Educational Psychology Service	Warwickshire **EPS** is made up of educational psychologists (EPs) who have in-depth knowledge of development, learning, human behaviour and relationships. They work with children, young people and families to help make things better.
OTS	Occupational Therapy Service	**OTS** uses assessments and interventions to develop, recover, or maintain the meaningful activities, or occupations, of individuals, groups, or communities.
SALT	Speech and Language Service	This service provides specialist support to children (16 and under) to help develop their speech, language and communication skills.

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CPS	Clinical Psychology Service	**Clinical Psychologists** who work in this service carry out a range of **psychological** assessments, interventions and **psychological** therapies.
CAMHS	Child and Mental Health Services (RISE)	CAMHS are the NHS services that assesses and treats young people with emotional, behavioural or mental health difficulties.
DfE	Department for Education	**The Department for Education** (DfE) is a **department** of Her Majesty's Government, responsible for child protection, **education** (compulsory, further and higher **education**), apprenticeships and wider skills in England.
SC	Social Care	Children's Services are responsible for supporting and protecting vulnerable children. They work with families who require extra help or where a child is at risk of harm.
MDT	Multi-Disciplinary Team	The school has a MDT which is made up of professionals from a range of clinical disciplines who together make decisions regarding recommended ways of working with our learners.
CPT	Child Protection Team	**Child protection** is the **protection** of **children** from violence, exploitation, abuse and neglect. At the level of prevention, their aim includes supporting and strengthening families to reduce social exclusion, and to lower the risk of separation, violence and exploitation.
CMES	Child Missing in Education Service	Schools are able to make referrals to this service when a child is absent from school and their whereabouts is unknown or when a child is not on a school roll and there does not seem to be any education in place.
WAS	Warwickshire Attendance Service	**WAS** provides specialist attendance support to schools.
WFLT	Flexible Learning Service	The **Flexible Learning Team** in Warwickshire uses a blended learning approach, mixing on-line lessons and face-to-face contact to support leaners with medical needs.

Funding

Pupil Premium	Pupil Premium Funding	The **pupil premium** is additional school **funding** for disadvantaged children to improve the quality of their education.
PESP	PE and Sport Premium	This funding has been allocated to schools to help them improve the provision of **physical education** and school **sport** in **primary** schools across England.
GAG	General Annual Grant	Most **funding** for academies comes from the general annual **grant** (GAG). It is made up of: **school** budget share – calculated on the same basis as for maintained **schools** in the same local authority.
TOP UP	Top Up Funding	Top-up funding is intended to enable learners with high needs to participate in education and learning" which the local Authority pay to special schools

Meetings and Processes

AR	Annual Review	The **Annual Review Process** is a statutory process where stakeholders review the progress the learner has made against their outcomes and whether they remain appropriate. A review is held every 12 months.
EHCP	Education Health Care Plan	This a **plan that support learners** up until they are 25 years old. The plan identifies educational, health and social needs and the support needed to support the learner in these areas.
LRA	Learner Risk Assessment	All learners have a **risk assessment which highlights** risks a learner may demonstrate and identifies strategies to reduce these risks.

QAC	Quality Assurance Calendar	A **Calendar that systematically supports schools to review** the Quality of Education, Behaviour and attitudes and Personal Development for learners as well as the quality of leadership across the school.
STM	Safeguarding Team Meetings	The overriding aim of these meetings is to provide a forum for DSLs to support and challenge each whilst at the same time monitoring actions and impact of decisions and interventions discussed.
SDP	School Development Plan	The **SDP** is a strategic plan for improvement. It brings together, in a clear and simple way, the **school** priorities, the main measures it will take to raise standards, the resources dedicated to these, and the key outcomes and targets it intends to achieve.
SEF	Self-Evaluation Form	This is a **self-evaluation form** which identifies a school's strengths, training and areas for development.
CIN	Child In Need	This is a process that involves a single assessment which identifies the child as having complex needs and where a coordinated response is needed in order that the child's needs can be met.
EHA	Early Help Assessment	An **EHA** is an easy to use assessment. It captures all of a child/young person's and family's needs at the earliest opportunity (with consent) to support all family members.
CPC	Child Protection Conference	A **child protection** case conference is a **meeting** which is held when **Children's Social Care and the Police** are still concerned about a **child's** health, safety/happiness after an enquiry has taken place.
PEP	Person Education Plan	All children who are looked after have a **PEP.** The overriding aim is to set out what needs to happen to support the personalised learning of each child. It is a statutory requirement to review a PEP on a termly basis.

Governance and Ofsted

MAT	MacIntyre Academies Trust	MacIntyre Academies Trust (MAT) **is the legal entity that is ultimately accountable for all activities within the Trust's schools**. They work closely with our sponsor MacIntyre who are a national Charity.
TB	Trust Board	The Trust Board have **overall responsibility for Governance** of the schools in the MAT.
LAB	Local Advisory Board	Quest's Local Advisory Board (LAB) plays a **key role in supporting MacIntyre Academies Trust Board to fulfil their regulatory duties by providing local scrutiny.** The LAB compromises of a : Chair, Parent representatives (at least 2) ,Staff representatives (at least 1) ,Community representatives (at least 2) Principal (or their representative) will be an ex officio member of their LAB, which means they will be a member of the LAB for so long as they remain in post.
Terms of reference	Terms of Reference	Provides a **summary of the Trust's Governance and each areas roles and responsibilities**.
Declaration of Interest	Declaration of Interest	**Guidance setting out requirements and procedures** that need to be followed when an employee has private **interests** which may cause conflict.
Scheme of Delegation	Scheme of delegation	The scheme of delegation is a document that **highlights the areas and responsibilities the Trust Board have delegated to the LAB.**
Ofsted	The Office for Standards in Education, Children's Services and Skills	Ofsted **inspect services providing education and skills for learners of all ages**. They also inspect and regulate services that care for children and young people.
Four Ofsted Categories	Four Ofsted Categories	**There are four categories**: Outstanding; Good; Requires Improvement and inadequate which is divided into two categories serious weaknesses or special measures.
Quality of Education	Quality of Education	The **quality of education is made up of three areas: Intent, Implementation and Impact.** Ofsted Inspectors will look at the curriculum leaders have created, how it is delivered and the impact of this on learners' increased levels of skills, knowledge and preparation for their next steps.
Behaviour and attitudes	Behaviour and Attitudes	In making a judgement Ofsted will consider **leaders expectations, learners' attitude to learning, learners' attendance and punctuality, relationships between staff and staff, staff and learners and learners and their peers**.

Putting children and families first

MINDFUL EMPLOYER

Families First Quality Award

Leadership and Management	Leadership and Management	Inspectors will evaluate **the extent leaders have an ambitious vision, how they support staff to develop pedagogical practice and how they support Learners complete their programmes of study.**
Personal Development	Personal Development	Ofsted will look at **how the curriculum teaches learners' broader development, how the school equips them to be responsible citizens including recognising and respecting people with protected characteristics as defined by law and how the school supports them to understand FBV and SMSC including diversity.**