



# MacIntyre Academies Quest Academy

## SEN Policy

Version	Purpose/Change	Responsibility	Date
7	<ul style="list-style-type: none"><li>Legislation - Equality Act 2010 added</li><li>Identification &amp; Assessment – addition of dialogue days and Pastoral / therapy meetings.</li><li>Securing equipment and facilities – addition of climbing wall and forest school</li></ul> Following LAB feedback - inserted to section 7.10 “From time to time the spaces offered to learners may be impacted by maintenance or other needs of the academy, for example Exams”	Principal	Jul 2023

**Person Responsible:** Principal  
**Date of first draft:** April 2016  
**Date of staff consultation:** September 2017  
**Date adopted by the Trust Board:** September 2017  
**Date adopted by the LAB:** September 2017  
**Date of implementation:** September 2017  
**Date reviewed:** July 2023  
**Date of next review:** July 2024

## Contents

1. Purpose	3
2. Scope	3
3. Legislation and Guidance	3
4. Definitions	4
5. Aims and Objectives	4
5.1 Aims	4
5.2 Objectives	5
5.3 Other factors contributing to achieving our aims	5
6. Roles and Responsibilities	5
6.1 The SENCO	5
6.2 The SEN Governor	6
6.3 The Principal	6
6.4 Class Teachers	6
6.5 Teaching Assistants	6
6.6 All Staff	6
7. SEN information report	7
7.1 The kinds of SEN that are provided for	7
7.2 Identifying pupils with SEN and assessing their needs	7
7.3 Consulting and involving learners and parents	8
7.4 Assessing and reviewing learners' progress towards outcomes	8
7.5 Supporting learners moving between phases and preparing for adulthood	9
7.6 Our approach to teaching pupils with SEN	9
7.7 Adaptations to the curriculum and learning environment	9
7.8 Additional support for learning	10
7.9 Expertise and training of staff	10
7.10 Securing equipment and facilities	11
7.11 Evaluating the effectiveness of SEN provision	11
7.12 Enabling learners with SEND to engage in activities available to those who do not have SEND	12
7.13 Support for improving emotional and social development	12
7.14 Working with other agencies	13
7.15 Complaints about SEN provision	13
7.16 Monitoring our compliance with and impact of our policy	13
7.17 The Local Offer	14

## 1. Purpose

Our SEN policy and information report aims to:

- Set out how Quest Academy will support and make provision for learners with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEN

## 2. Scope

This policy applies to all Quest Academy employees, including volunteers as well as Local Advisory Board, Trust Board Members and Macintyre Academies.

We believe that all learners should be equally valued.

We strive to eliminate prejudice and discrimination.

We work together to develop environments where all learners can **“be who they are and become who they are not yet”** (Our Mission), within a safe environment.

Our belief is that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, ability, attainment and background.

We use the Spanish word **Querencia** to describe the way we work together - creating a sense of belonging through mutual trust and connectivity (Our Ethos). We take into account the adversities of learners and families to ensure that we respond to the needs of the learners appropriately. We recognise that for our target group of learners, outcomes at early adulthood are often poor and sometimes critical (lack of economic activity, criminal justice system involvement etc.). We will work with families, community groups, and other stakeholders to shift aspirations so that learners are more empowered and therefore, **“Ready for Life”**

Our approach is based on the following founding principles:

- **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 Values:**
  - **Compassion**- we focus on the positives;
  - **Ambition**- we challenge ourselves (pupils, families, staff and schools) to go further;
  - **Partnership** – we are better when we work together.
- **Our Core strategies:**
  - **Communication**
  - **Accountability**
  - **Autonomy**
  - **Planning**
  - **Empowerment.**

## 3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

- [The Equality Act 2010](#) provides a single, consolidated source of discrimination law, meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

This policy also complies with our funding agreement and articles of association.

This policy should be read alongside the Quest Academy:

- Statement of Provision
- Admissions Guidance
- Behaviour Policy
- Anti-bullying Policy
- Disability Access Plan
- Curriculum

On the Quest Academy website under Essential Information more detail can be found in the SEN Information Report.

#### 4. Definitions

A young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn in terms of their:

- behaviour or ability to socialise
- reading and writing
- ability to understand things e.g. maps, sequences of instructions, implied meaning (jokes) etc.
- concentration levels
- physical ability

#### Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is, 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Quest Academy strives to provide a holistic provision that is inclusive for all SEN and disabled learners through working together, nurturing individuals, celebrating uniqueness, unlocking potential, friendships and memories "**Ready for Life!**"

#### 5. Aims and Objectives

##### 5.1 Aims

Quest Academy is committed to inclusion through the use of learner centred approaches. In our work with SEN learners, we are fully dedicated to the following aims:

- Learners receiving the provision as set out in their Education Health and Care Plan.
- Learners having full access to a high quality, education with a broad, balanced, relevant and holistic curriculum.
- Identifying and responding to the changing needs of our learners.
- Having rigorous procedures for tracking and monitoring learners' progress.
- Inspiring and encouraging learners to attend school and value their education in the same way that often comes naturally to learners in other circumstances.
- Fully involving learners in their education, taking account of their views.
- Improving behavioural and educational outcomes for our learners
- Involving families at every stage in plans to meet their child's additional needs.
- Raising aspirations of learners and families, matched by high staff aspirations for the learners.
- Ensuring better transitions, destinations and opportunities after school, ensuring learners "Ready for Life".
- Referring to and working co-operatively with a wide range of agencies to achieve the best possible outcomes for our learners.
- Ensuring that an inclusive and conducive environment is created and fostered.

## 5.2 Objectives

Our aims are achieved through:

- **Personalisation:**
  - Personalisation at Quest refers to the diverse variety of, [learning experiences](#), instructional approaches, and [academic-support strategies](#) used to support the divergent learning needs, interests, aspirations, and cultural backgrounds of each individual learner.
- **Personalised Learning Pathways:**
  - Learners at Quest follow Personalised Learning Pathways which are informed by the national curriculum and or specifications for examination subjects, as well as programmes of study linked to a learner's interests and their priorities for learning.
- **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 Personalised Development Plans (**PDP**) and Educational Health and Care Plan (**EHCP**)
- **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

## 5.3 Other factors contributing to achieving our aims

Our aims are further achieved through:

- A highly trained and experienced trans- disciplinary teaching community.
- Providing staff with regular professional development opportunities to expand and embed their SEN pedagogy and knowledge base.
- Embracing the role of parents and carers as integral to the school's culture and core purpose.
- Working alongside Local Authority staff (Warwickshire County Council and others), and stakeholders to ensure that each learner has access to the support that they need to grow and achieve.

## 6. Roles and responsibilities

### 6.1 The SENCO

The SENCO is Ben Makins.

The SENCO will:

- Work with the Principal and the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual learners with SEN, including those who have EHCP plans
- Provide professional guidance to colleagues and work with staff, parents / carers, and other agencies to ensure that learners with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of elements of the school's budget and other resources to meet learners' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

## 6.2 The SEN governor

There is a Local Advisory Board (LAB) of Governors appointed by the MacIntyre Academies Trust. The LAB SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within Quest Academy and update the LAB on this
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision for Quest Academy

## 6.3 The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within Quest Academy
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 6.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every learner in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each learner's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

## 6.5 Teaching Assistants and other front line staff

**Teaching Assistants and other frontline staff will:**

- work with individuals and small groups within the classroom to offer consistent learning support. They play an important role in securing the vision and ethos of Quest Academy.

## 6.6 All staff

**All Staff:**

- are responsible for ensuring that the policy and procedures for supporting learners with SEN are followed and that the learners are treated fairly and offered appropriate and consistent support.

- will ensure through appropriate record keeping and assessment that evidence is available to judge the success of identification and assessment and the effectiveness of the provision made for learners in terms of their progress.

## 7. SEN information report

### 7.1 The kinds of SEN that are provided for

Quest Academy is a special school which provides 100 places for children of both sexes aged 7 – 19 years who have social, emotional and mental health needs and/or an autistic spectrum condition (ASC). For a child to be admitted, the school must be named, by a local authority, in the learner's education health and care plan ('EHCP').

Quest Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 7.2 Identifying learners with SEN and assessing their needs

#### Identification and Assessment

Many of our learners will have previously found going to school a challenge and may have had difficulties in coping within a mainstream environment and therefore, struggled accessing an appropriate curriculum.

We support learners overcome these difficulties by designing a personalised curriculum based on a good understanding of their needs and preferences.

We meet with the learner, their family and previous school placement to complete a needs assessment that is both educational and holistic.

Family Footings facilitators use a range of tools informed by 'learner centred approaches' to explore the things that are most important to a child and their family, often in a fun way. We use this information to comprehensively plan the learner's curriculum as well as transition the learner into Quest, in consultation with the parents/carers.

Baseline assessments take place within 12 weeks of learners joining Quest.

Regular observation and review of learners by teaching and non-teaching staff will be used to inform the identification of any ongoing additional needs. This is achieved through a range of systems including:

- Evidence of failing to close the attainment gap between the learner and their peers
- QTAC (Quest Team Around a Child)
- EARWIG (an electronic and online assessment framework)
- IRIS Adapt (an electronic and online Behaviour recording system)
- BASS (Behaviour, Attendance and Safeguarding Strategy) meetings, one-page profiles, professional reports etc.
- Dialogue days.
- Pastoral/Therapy meetings.

We will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment does not automatically mean a pupil is recorded as having SEN.

### 7.3 Consulting and involving learners and parents

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use these to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. We will have an early discussion with the learner and their parents / carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Quest Academy strives to offer the best all round educational, social, communication and emotional development to learners. We believe that this can best be achieved by involving all relevant stakeholders in the planning and delivery of our curriculum, education and therapy. Involvement of parents and carers is crucial in securing outcomes for our learners.

We are committed to working in partnership with families and they are invited to all multi-agency and multidisciplinary meetings involving their child. We also welcome more informal visits and chats with parents/carers where they can arrange to meet with the class teacher or therapists or speak on the phone. We also offer home visits to parents and carers.

### 7.4 Assessing and reviewing learners' progress towards outcomes

Families and learners are invited to review meetings to discuss progress and to be involved in setting targets with appropriate programme strategies to help both at home and at school.

We offer all families and learners centered planning reviews where the learners are encouraged and supported to attend.

If learners find attending a meeting too stressful, they can contribute via written/ symbol or by photo or video.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the learner's needs.

This will draw on:

- The teacher's assessment and experience of the learner
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data



- The views and experience of parents
- The learner's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

### **7.5 Supporting learners moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the learner is moving to. We will agree with parents and learners which information will be shared as part of this.

#### **Families and transition**

Transition into Quest is facilitated through a focused programme that offers flexibility and reasonable adjustments for learners, this is achieved in consultation with relevant staff, parents and other professionals to best meet the need of the individual. Transition to adult services is facilitated through annual meetings, transition plans, involvement of relevant agencies and visits to colleges, work experience etc.

### **7.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the learners in their class.

High-quality teaching is our first step in responding to pupils who have SEN.

This will be differentiated and personalised for individual learners and classes.

We also 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.

### **7.7 Adaptations to the curriculum and learning environment**

In general, we make the following adaptations to ensure all learner's needs are met:

- Differentiating and personalising our curriculum to ensure all our learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, scaffolding etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

In more detail, with regard to our provision and curriculum:

- We strive to promote the development of our learners in a safe and accessible environment; supported by communication and engagement between home, school, other agencies and the wider community.
- 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.
- We have developed a holistic skills and knowledge based mastery curriculum which consists of four key areas:
  - Academic,
  - Skills for life,

- Engagement
- Well-being
- The curriculum is designed to ensure that we meet the vision of being “**Ready for life.**”

### **7.8 Additional support for learning**

We create opportunities for additional support through class sizes that are on average between 8 and 10 learners to a class, with a member of staff leading the learning, and another member of staff in support. There are support staff available to work with learners in smaller groups on an as needs basis.

We have staff who are trained to deliver specific interventions such as support with literacy, speech and language, social and emotional well-being.

For designated learners, there are teaching assistants who support specific learners on a 1:1 basis as and when appropriate.

We work with many agencies to provide support for pupils with SEN (see 7.14)

### **7.9 Expertise and training of staff**

We have a qualified and experienced SENCO in post.

The SENCO has time allocated during the week to be completely free to lead and manage our provision

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We use specialist staff for Psychological support, Occupational Therapy, and Speech and Language Therapy.

Our Family Footings Team are trained in facilitating the link between home and school,

Our Compassionate School Coaches provide mentoring and support for learners and staff in managing and working with social, emotional and mental health needs.

Quest Academy values training and offers a robust induction and CPD training programme for staff. We ensure that all of our staff have a thorough knowledge of a range of SEN needs including ASC, ADHD and conditions relating to SEMH (e.g., attachment disorder, anxiety and depression). This is carried out by a combination of strong in-house training by an experienced and well qualified senior management and staff team as well as external agencies, where appropriate. We also ensure that all staff have appropriate training and qualifications in their relevant field, be it teaching, curriculum, health and social care or therapy qualifications. These are sought out through the recruitment procedures; all relevant qualifications are checked and copies kept on file. Staff access to training is through a balance between the needs of the school as expressed in the Quest Academy CPD calendar and on individual’s needs, highlighted in performance management as well as emerging needs related to the changing needs of the learners.

### **Communication and Speech and Language Therapy**

All staff have training to understand the communication needs of learners with SEMH and ASD, including the communication strategies and approaches to use e.g. spoken, visual and written

communication. Staff utilise these cascaded skills to better understand the most appropriate ways of supporting learners communicate.

All learners who have been identified through their Statement or EHCP in need of specialist speech and language therapy input, will be met by our school SALT. Direct Speech and language therapy may be delivered on an individual basis, in small groups, or within the classroom. Indirect therapy may be delivered within the classroom, small group of 1:1 via trained support staff. Speech and Language therapy is monitored and evaluated through the learner's PDP and/or appropriate SALT assessment tools.

### **Occupational Therapy**

As part of the integrated team at Quest Academy, the occupational therapist will plan and deliver programmes based on assessments, observations and liaison with families and school staff to meet the needs of learners as outlined in Education Health and Care Plans. The occupational therapist will evaluate therapy outcomes and write reports which will contribute to annual review meetings and attend meetings as required. The occupational therapist will provide advice and deliver relevant in-service training for teachers, support staff and parents in order to integrate blended therapy targets across the curriculum.

In addition, we also have access to an Educational Psychologist as well as a Clinical Psychologist, who provide support, where appropriate.

### **7.10 Securing equipment and facilities**

Resources are distributed appropriately to meet the needs of learners as outlined in their EHCP/IHCP.

Quest is fully accessible to all learners.

Specialist facilities include:

- sensory room,
- fitness suite
- climbing room
- climbing wall
- sensory ball pit
- soft play
- immersive interactive classroom
- photography suite
- music and recording studio
- outdoor gym
- an occupational therapy room.
- forest school

From time to time the spaces offered to learners may be impacted by maintenance or other needs of the academy, for example for use during examinations.

All learners have access to the relevant communication and therapy, suited to best meet their needs (such as augmentative communication devices, weighted jackets, ear defenders, proprioceptive and vestibular equipment.)

Quest academy has fully equipped changing rooms and accessible toilets allowing the learners to be fully independent, in this regard.

### **7.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for learners with SEN by:

- Reviewing learners' individual progress towards their goals each term
- Reviewing the impact of interventions at regular intervals throughout the academic year

- Using questionnaires completed by our learners
- Monitoring and quality assurance by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Initiating emergency reviews as necessary

#### **More detail on how we Measure, Monitor and Review progress**

- Quest academy has a robust and relevant assessment document that outlines all of the assessments used with our learners. Concern about a learner's progress is identified through, for example, classroom observation, QTAC and the termly assessment cycle.
- Each learner has a Personal Development Plan (PDP). The targets are based on individual learning needs, (priorities for learning) and improving readiness for life. PDP's are reviewed on a termly basis. Parents have the opportunity to discuss and contribute to the PDP, they are given clear information about the impact of the support and programmes provided through the PDP, enabling them to be involved in planning next steps.
- The impact and quality of our education programmes and support programmes are evaluated, and aligned with the views of our learners' and their families'. which we gain through regular, informal day-to-day discussions, learner centered reviews (dialogue days and " you said, we did ") and professional meetings. The leadership team and teachers revise the support in light of the learners' progress and development, deciding on any changes to the PDP through consultation with the learner and their family.
- Learners' Educational Health and Care Plans are reviewed at least annually as a "minimum every 12 months. Reviews focus on the learner's progress towards achieving the outcomes specified in the EHC plan. The review also considers whether these outcomes and supporting targets remain appropriate, as required by the *SEN Code of Practice*..

#### **7.12 Enabling learners with SEND to engage in activities available to those who do not have SEND**

All of our extra-curricular activities and school visits are available to all our learners, including our before-and after-school clubs, and offer exposure to and engagement in a full range of activities such as would be offered by a mainstream school.

All learners are encouraged to go on our external trips and visits.

All learners are encouraged to take part in workshops and other events

No learner is ever prevented from taking part in these activities because of their SEN or disability: we will attempt to mitigate risks through our risk assessment process, implementing recommendations.

Our academy is accessible physically to all; Please refer to our accessibility plan.

#### **7.13 Support for improving emotional and social development**

We provide support for learners to improve their emotional and social development in the following ways:

- Learners are encouraged to be part of the school council
- Learners are also encouraged to be engage in teamwork/building friendships activities

We have a zero-tolerance approach to bullying.

- **Positive Behaviour Support (PBS)**
  - Positive Behaviour 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.
- **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.

- **PACE:**
  - At Quest we use PACE (Playful, Acceptance, Curiosity, Empathy) principles to support adults working with children who have experienced trauma
- **ASD and SEMH Support**
  - All employees are trained to support young people with ASD and SEMH. We employ a range of specialist staff who have higher level ASC and SEMH qualifications. Learners are supported with whole school teaching strategies, as well as specific resources and programming such to support sensory and social and mental health needs.
- **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.

#### 7.14 Working with other agencies

We are committed to partnership working to best support the needs of our learners and to support our families. The school strives to involve other bodies, as far as is reasonably possible, in meeting the needs of the learners. Below are the main agencies we use.

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.
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 <i>blended learning approach, mixing on-line lessons and face-to-face contact to support learners with medical needs</i>

#### 7.15 Complaints about SEN provision

Complaints about SEN provision at Quest should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The complaints procedure is available on our website.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### 7.16 Monitoring our compliance with and impact of our policy

Monitoring of practice against this policy will be carried out by the Trust, Principal and Local Advisory Board and will include:

- Lesson observations, discussion with students, scrutiny of the progress and feedback in their written work etc.

- Monitoring learner progress of SEN learners against initial baseline
- Seeking feedback from learners/parents and carers at review meetings
- Reviewing the attendance of learners
- The SEN policy will be reviewed on an annual basis

### 7.17 The Local Offer

The Local Offer for SEND brings together information about education, health and care services for children and young people from 0 to 25 with special educational needs and disabilities.

Other Quest Academy policies and procedures are available on-line at either

<https://www.thequestacademy.org/home>

or

<https://www.macintyreacademies.org/>

More information about the Local offer for Warwickshire can be found on the Warwickshire County Council website: <http://warwickshire.gov.uk/send>

Changes at previous reviews:

Version	Purpose/Change	Responsibility	Date
5	Added the word autonomy to our core principles and changed spacing and punctuation 19/06/21	Principal	June 2021
6	Large sections of the policy have been re-written in light of changes necessary for Sep 2022	Principal	July 2022