



# MacIntyre Academies Quest Academy

## SEN Policy

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## 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

This policy sets out Quest Academy's approach to meeting the needs of learners with Special Educational Needs and Disabilities (SEND). It reflects statutory duties and current best practice (SEND Code of Practice 0-25; the SEND & Alternative Provision improvement plan; the Education Inspection Framework; and the Opportunity for all White Paper). Our aim is that every learner accesses a broad, ambitious curriculum, and receives the support, adaptations, and expertise they require to succeed academically, socially, emotionally, and personally.

## 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 **“regardless of their unique abilities and needs, is encouraged to embrace their true self and is empowered to become the best version of themselves”** (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.

**Quest** is a place where everyone belongs—a space where learners are nurtured, empowered, and protected, both physically and emotionally. It is a place where each learner's true self is embraced, allowing authenticity to flourish. In this supportive environment, creativity is inspired, and resilience is cultivated, enabling every student to grow, learn, and thrive (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 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 and external stakeholders to shift aspirations so that learners are more empowered and therefore, **“Ready for Adulthood”**

Our approach is based on the following founding principles:

- **Our Vision** - Working together, nurturing individuals, celebrating uniqueness, unlocking potential, friendships and memories. **Ready for Adulthood!**
- **Our Mission** - Our mission is to create a supportive and inclusive school community where every individual, regardless of their unique abilities and needs, is encouraged to embrace their true self and is empowered to become the best version of themselves. We are committed to providing a safe, supportive, and nurturing environment that prioritises the well-being of each learner, tailored to their strengths and challenges. This commitment extends to parents, carers, staff, and all who visit. By fostering an atmosphere of support, collaboration, and well-being, we aim to enable learners to reach their fullest potential and grow into confident, compassionate, and positive members of society.
- **Our Ethos** - **Quest** is a place where everyone belongs - a space where learners are nurtured, empowered, and protected, both physically and emotionally. It is a place where each learner's true self is embraced, allowing authenticity to flourish. In this supportive environment,

creativity is inspired, and resilience is cultivated, enabling every student to grow, learn, and thrive.

- **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

### 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
- SEND & Alternative Provision Improvement Plan
- Ofsted Education Inspection Framework (EIF) - with emphasis on inclusion, curriculum intent/implementation/impact, behaviour, personal development, and attendance.

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 Adulthood!**”

## 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.
- Ensuring quality first teaching and targeted, evidence-based interventions using the graduated approach (Assess → Plan → Do → Review).
- 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 Adulthood”.
- Referring to and working co-operatively with a wide range of agencies to achieve the best possible outcomes for our learners.
- Building staff capacity through continuous professional development, access to specialist advice, and leadership support.
- 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 learners with SEN up to date

### 6.2 The SEN LAB Member

There is a Local Advisory Board (LAB) of LAB members appointed by the MacIntyre Academies Trust.

The LAB SEN Member 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 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 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.
- Deliver targeted interventions and support as directed, keep records of interventions, and contribute to review meetings.

### 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.

### 6.7 Learners and Families

- Active partners in all decisions, including identification, planning, reviews and transitions. Learners' voices are at the centre throughout.

## 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 (learners currently transition to post-16 providers at the end of year 11), who have social, emotional and mental health needs and/or an Autistic Spectrum Condition (ASC), and/or Mild Learning Difficulties (MLD). 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 Secondary Area of Needs, including:

- Communication and interaction, for example, an autistic spectrum condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- 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.

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)
- CPOMs (an electronic Safeguarding & Behaviour recording system)
- 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 learners 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 learner 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 learner 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 consider 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 learners record and given to their parents.

We will formally notify parents when it is decided that a learner 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**.

**Assess:** Teachers observe learners, gather assessment data (baseline, diagnostic, standardised as appropriate), listen to families/carers, and consult specialists where needed.

**Plan:** Develop an Individual Support Plan (ISP) or equivalent, with SMART targets, identify which staff are responsible, what resources will be used, what adaptations or assistive technology are required.

**Do:** Deliver the plan, including in-class adjustments and interventions. Specialist support used when needed and delivered by appropriately trained staff.

**Review:** Termly (or more frequent as need dictates) reviews involving learners and families/carers. Decide on success, modifications to the plan, escalation (e.g. referral for EHC assessment), or removal from the SEND register if appropriate

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 learner'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 transition 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 learners 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 learners who have SEN.

This will be differentiated and personalised for individual learners and classes. Adapted lessons, scaffolds, use of visual aids, modified assessment methods, varied grouping as required, ensure challenge as well as support.

The curriculum which is inclusive and has intent, implementation, and impact: lessons are designed so that all learners can access ambitious content, with scaffolding and flexible routes for demonstrating learning.

We also use the accelerated learning approach to facilitate learning, and through the use of agenda sheets, scripts 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 physical 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 skill 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 Adulthood.**”

### **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 learners with SEN (see 7.14)

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

We have a highly qualified pool of staff with a range of training and expertise. Staff have weekly whole school CPD on a range of topics as well have targeted and personalised training through Quest Academy’s Training Hub, which includes teacher training opportunities and our very own “TA academy”, and can lead to personalised developmental opportunities such as Level 2/3 TA qualifications.

SLT have years of wide-ranging experience in specialist and mainstream sectors at all levels with expertise in areas including Team Teach Trainer, SENCO, CCET, and Trauma Informed Practice.

ELT have vast experience teaching in their core subjects in addition to the specialist sector.

Teachers have varying backgrounds in Teaching with a range from EYFS to Post-16 in both specialist and mainstream settings working with the hardest to reach learners.

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

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

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

We use specialist staff for educational intervention, therapeutic support, Occupational Therapy, and Speech and Language Therapy.

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, MLD 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.

### **Occupational Therapy (OT) and Communication and Speech and Language Therapy (SALT)**

As part of the integrated team at Quest Academy, the OT and SALT 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 therapists will evaluate therapy outcomes and write reports which will contribute to annual review meetings and attend meetings as required. The therapists 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 from Warwickshire, who provide independent support, where appropriate, an independent counselling service and personal development coach to support learning regulation and mental health.

#### **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
- sensory ball pit
- soft play
- immersive interactive classroom
- music and recording studio
- outdoor gym
- sensory integration room forest school area
- wet room and changing area

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 SILO (provision map) to measure progress
- Earwig School management system for evidence collection, assessments, engagement tracking & reports
- Holding annual reviews for learners with EHC plans
- Initiating emergency reviews as necessary
- QTACS (Quest Team Around The Child)

### **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 adulthood. 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 programs provided through the PDP, enabling them to be involved in planning next steps.
- The impact and quality of our education programs and support programs are evaluated, and aligned with the views of our learners' and their families' which we gain through regular, informal day-to-day discussions, learner centred reviews 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 trips and experiences are available to all our learners, including our breakfast and lunchtime 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 experiences and workshops as well as other events linked with other schools

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**

Quest Academy's Behaviour Policy is restorative and inclusive. We understand behaviour in context, especially if linked to SEND or mental health.

We provide SEMH support: regulation strategies, counselling/therapeutic support, access to mental health services where needed.

We monitor attendance, engagement, and wellbeing. We implement early intervention for issues, and work with families and external agencies.

We explicitly teach social, emotional, moral, cultural and personal development, resilience, and life skills.

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 Plans (PBSP):**
  - Positive Behaviour Support Plans (PBSP) is a person-centred approach to supporting people who display, or are at risk of displaying, behaviours which challenge. PBSP 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.
- **ASC and SEMH Support:**
  - All employees are trained to support young people with ASC and SEMH. We employ a range of specialist staff who have higher level ASC and SEMH qualifications and experience. Learners are supported with whole school special teaching strategies, as well as specific resources and programming 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
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> <li>• 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”</li> </ul>	Principal	Jul 2023

8	<ul style="list-style-type: none"> <li>• 2 – Update of Quest Academy Vision, Mission &amp; Ethos. Correction of Core Values.</li> <li>• 6.2 – Removal of Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision for Quest Academy</li> <li>• 7.2 - Update of system from IRIS Adapt (an electronic and online Behaviour recording system) to CPOMs (an electronic and online Safeguarding &amp; Behaviour recording system)</li> <li>• 7.2 - Removal of BASS (Behaviour, Attendance and Safeguarding Strategy) meetings, one-page profiles, professional reports etc.</li> <li>• 7.2 – Removal of Dialogue days.</li> </ul> <p>Changed 'Ready for Life' to 'Ready for Adulthood' throughout document</p>	Principal	November 2024
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