

PEGASUS SCHOOL

part of the SENAD Group

Local Offer



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An Independent Specialist Day and Residential School for Young People aged 8 to 19 years with Severe Learning Disabilities, Autism and Associated Challenging Behaviour.

What does your school do?

Pegasus School is an independent specialist day and residential school for young people aged 8 to 19 years with severe learning disabilities, autism and associated challenging behaviour. Many of our students also have mental health and therapy needs.

The School is situated in the grounds of Caldwell Hall; five miles from Burton on Trent on the borders of Staffordshire, Derbyshire and Leicestershire.

The ethos of Pegasus School is our individualised approach. Every element of a student's package is bespoke to that individual; whether that be the number of nights they stay, their specific routine, the input from professional services, diet, cultural and religious preferences, etc.

Until students are 16 years old, education and care are located in one building with onsite professional support services. This gives us the opportunity to truly build a multi-disciplinary package around the young person. This integrated approach means we are able to fully meet the needs of young people with very complex needs and ensure they make progress, develop independent skills and are able to engage socially with others. This level of support continues when the students move to the on-site college at the age of 16.



How do I get my child a place at Pegasus School?

Please contact us if you are interested in your child having a place at the school.

Caroline Eaton
Group Referrals Officer
Tel: 01332 378 840
Email: info@senadgroup.com

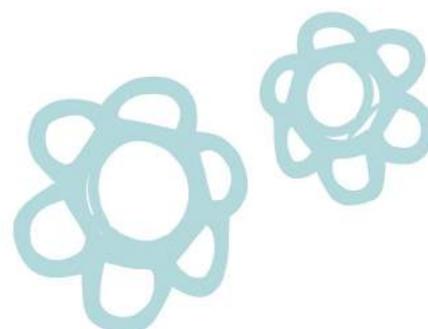
Once we have spoken to your local authority we will carry out a multi-disciplinary assessment to confirm that we can meet your child's needs and if so what education, health and care package would be required. We will plan your child's transition with you and professionals to ensure this is as smooth as possible.

School contact details:

Mrs Dawn Coombes
Head Teacher

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DE12 6RS

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Email: pegasus.info@senadgroup.com



How is a decision made about the type and level of support my child will receive?

This is determined through the requirements in your child's Statement of Special Education Needs or Education, Health and Care Plan and other information gained during the referral and the assessment process. After we have assessed your child we send our assessment report to the local authority. The local authority and other agencies then review the report and agree whether or not to fund your child's placement at the school.

Targets for your child's progress (known as outcomes) are set when your child starts at the school and there is an ongoing assessment of progress against these targets. Progress is recorded and evidence collated. This could include a range of information including, a reduction in incidents, positive contributions to school life, improved academic progress. Parents and professionals are involved in these reviews.

How will staff support my child?

We have a multi-disciplinary team approach which includes Teachers, Therapists, Care Staff and Specialist Support Staff. This ensures that all areas of our students' needs are met, any difficulties are addressed quickly and effectively, our students' progress is constantly monitored and we can ensure effective liaison with parents and placing local authorities. Our links with local support services were judged to be outstanding in meeting the wider needs of our students.

We have a very high ratio of staff to students across both education and care. Class sizes are very small. Ongoing regular training ensures that staff are proactive and flexible in meeting students' needs. Younger residential students live and go to school in Caldwell Hall which enables them to feel secure and supported as they move between home and school. This nurturing environment supports students as they develop positive interaction and the management of their behaviours.

Residential students are allocated a Key Worker who is dedicated to ensuring that the students' needs are met and their voice heard. The Key Worker is an important part of our interdisciplinary team and is a key link between the school and parents.

When students reach 16 years of age they are taught in new purpose built provision which is in the grounds of the hall. The focus is on transitions, moving on and growing up so students are encouraged to take more responsibility but still have the high levels of structure and support from the environment and the skilled staff team.



‘The School uses a range of highly skilled inter-disciplinary staff effectively, including therapists and those who are in boarding, so that all areas of students’ development are targeted in a coordinated and cohesive way.’ Ofsted 2012

How will the curriculum be matched to my child's needs and how do you track my child's progress?

The curriculum is designed to meet the needs of the students' Statement of Educational Needs or their EHC plan. Throughout the curriculum there is a strong emphasis on practical, functional activities including skills for life, enterprise and work related learning.

The progress of students is central to our work and we use a variety of tools to assist in the collection and analysis of data. Our interdisciplinary team uses this data to focus on individual needs, to plan specific interventions so that the needs of students are always kept under review.

'The curriculum is good. It meets all requirements and links all aspects of care, education and therapy well to support students 24 hour learning.' Ofsted 2012

How will my child be included in activities outside of the classroom?

The school is situated in the grounds of Caldwell Hall. Young people are able to make use of the extensive grounds, including the opportunity to play football, cricket, ride bicycles, trampolining and a play area, or merely enjoy the open space and freedom that the grounds provide.

Many of the children and young people that come to Pegasus School will have become isolated and excluded from activities within the community because of their challenging behaviours.

Staff are highly skilled in working with students who exhibit difficult behaviours. Due to the high levels of support that students receive they show a rapid improvement in their behaviour. This means that they are able to take part in activities in the community.

We are within easy walking distance of Rosliston village and Forestry Centre which provides us with leisure and work facilities. There is a cafe; putting green; soft play and craft shops, as well as gardens and a wild life centre.

The school has its own transport which enables our students to take part in activities and facilities within the wider community. These activities include cafes, supermarkets, horse riding, ten pin bowling, swimming, cinemas, local adventure parks and sports centres.

We are committed to ensuring that no young person is stopped from experiencing and enjoying their childhood because of barriers their disability may put in their way.

'The school's systems for monitoring academic progress are being developed using a scheme which monitors progress using four criteria: progress against national benchmarks; achievement of different groups of students, including by gender, age and ethnicity; progress against students' own individual targets; and professional judgment/contextual interpretation. This system provides a well-rounded assessment of students' academic progress and allows for the school's leaders to monitor the progress for any patterns or trends made by individuals or groups of students.'
Ofsted 2012



What specialist services, training and expertise are available?

We have an interdisciplinary team consisting of highly skilled and experienced education, care and therapy staff.

As part of their induction all staff undertake a comprehensive induction training programme which includes training in behaviour management strategy. Staff are given additional training over their probationary period which is specific to meeting the needs of the students. All staff working in Children's Residential services are supported to complete Diploma Level 3 Children and Young People's Workforce and Registered Managers are supported to achieve Level 5 Leadership and Management in Residential Services. Training is regularly refreshed and any improvements and alterations to best practice are cascaded throughout the school.

We have onsite Speech and Language Therapists and Occupational Therapists. Our Occupational Therapist works closely with our Teachers and care staff to create programmes which meet the sensory, social skills and physical needs of each student. The emphasis is on making skills functional.

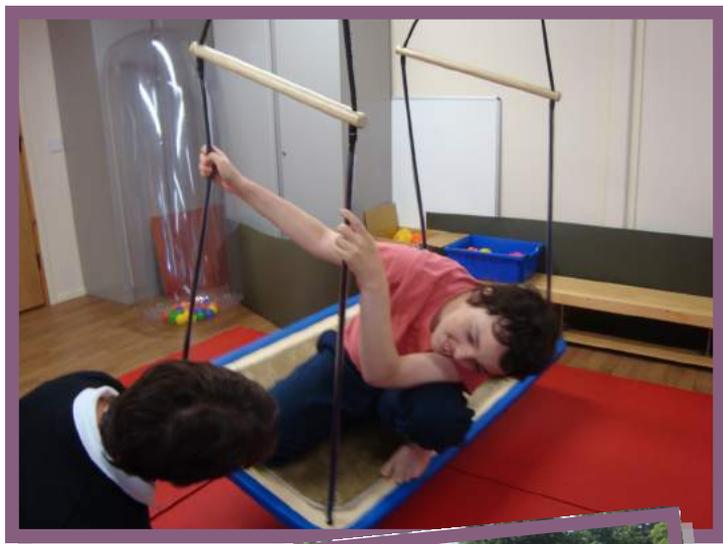
Our Speech and Language Therapists (SALT) work with our students to give them skills to access learning, skills to function in society, motivation and confidence to communicate and the ability to generalise their skills in new settings and environments. In addition the SALT is responsible for ensuring all staff receive ongoing training in all aspects of communication.

We also have a full time Learning Disabilities Nurse who oversees the well-being and health needs of our young people. This includes person centred planning, medication, health issues and mental health issues. We also have excellent links with the local GP practice, Dentist and Opticians in the local town.

In addition we have input from a variety of professionals including Psychiatrists and Psychologists and a complementary Therapist.

We also have a Welfare Officer who provides an important link with all the services in the school and our young people. House Meetings are an important venue to discuss a variety of important issues such as brushing teeth; making choices about room decoration and how to respond to the fire alarm.

'Students lead healthy lifestyles. They participate in a wide range of sporting and physical activities that keep them fit and ensure that they get enough exercise. Impressive work is also done with local service providers, such as the local hospital, Dentist, Optician and General Practitioner, so that students can access these services effectively so that they are kept in good health.' Ofsted 2012



What support will there be for my child's overall wellbeing?

Each young person has a bespoke care plan built around them. The level of support, restrictions caused by the environment, tolerance of peers, levels of risk, will be established by the multi-disciplinary team prior to the young person joining Pegasus. This will be combined to form a detailed profile. We call this an 'All About Me' Communication Passport. The passport enables and ensures the young person is cared for in a nurturing and consistent way.

The pivotal person in the young person's care is their Key Worker. Each young person is nominated a Key Worker prior to their arrival. They play an important role in the assessment process. The Key Worker will be the main contact for parents or carers, as well as professionals. They will act as an advocate for the young person, as well as their families, and will attend all reviews and key meetings about that young person.

Each young person has a room of their own, personalised for them from the start of their time at Pegasus. The Key Worker is responsible for this role from the outset of the young person's assessment. Any specific adaptations to the environment will also be made to ensure it is a safe and a positive living space.

How will you prepare my child for the next stage of their life?

We understand that changes can be worrying for students and their families and therefore transitions are managed in a timely and sensitive way.

We ensure that students make numerous visits to new settings with their Keyworker. Where appropriate social stories will be used to support students to understand the changes that are taking place. Staff may transfer departments with the student or receiving staff will have had opportunities to get to know the student and have received training to support their individual needs.

From the age of 14 years we start the transition planning process in liaison with parents and professionals. The process involves considering future options and identifying an appropriate ongoing placement that appropriately meets individual needs.

Throughout their time at the school we work to develop life skills to enable students to become as independent as possible as they move into adulthood. This includes building their confidence and self-esteem, developing their communication skills, giving them the ability to self-manage their behaviours and social skills, the ability to keep themselves safe, developing their ability to take care of personal hygiene and basic shopping and cooking skills.

'Provision for students' welfare, health and safety is outstanding. All of the required health and safety policies, including guidance for child protection are in place and are implemented extremely well. Policies are robust, comprehensive and clear, and provide all the necessary guidance for staff. The school's behaviour policy is effectively implemented, so that it is instrumental in bringing about significant improvements in behaviour.' Ofsted 2012



How do you work with and involve me in my child's placement?

We recognise the important role that you as their parents/family have already played in your child's early care and education. We work closely with you to provide a appropriate care, education and therapy for your child.

Parents are integral to our work and we encourage all parents to become fully involved in school life. You will be involved in any decision regarding your child's placement and will be invited to all review meetings. We also welcome parents to visit their child as often as possible.

How accessible is the school environment?

As Pegasus School is a grade 2 listed building it does not have wheelchair accessibility. To meet the Equality Act 2010 we do have an accessibility plan which means that we frequently review how we can increase students' participation in the school curriculum, improve the physical environment and expand the accessibility of the written information available.



Aims of Pegasus School

Our aim is to enable students to:

Enjoy Learning

We believe that students should be happy, have fun and enjoy their learning. We improve the lives of students by supporting and encouraging them to choose activities and by introducing them to new experiences and opportunities. We recognise that when they are happy, students are more likely to be engaged in their learning and make better progress.

Communicate Effectively

Our aim is to enable students to have the communication skills to make choices and to interact successfully socially, enabling them to manage when out in the community and ensuring they know how to ask for help when they need it. We use signing, symbols and real objects alongside speech to support the development of students' language skills.

Make Choices

Being able to make choices is essential for students to start having some control over their environment and the things that happen. With the support of highly skilled and experienced staff students learn to communicate and to self-manage their behaviour, both of which are needed to make the right choices. At times students will make unsuitable choices and when this happens staff assist, manage and support students to achieve improved outcomes.

Stay Safe

We provide a safe and nurturing environment. Students have high levels of support but are also encouraged to take risks and learn from their mistakes. Keeping students safe is central to all our work and all students develop a positive relationship with (at least) one trusted adult who advocates on their behalf. Ofsted judges us to be outstanding in this area.

Remain Well and Healthy

We have a Learning Disabilities Nurse and Welfare Officer to support students with their health and medical needs. Our therapy team includes Speech and Language Therapists, Occupational Therapists, a Psychiatrist, a Psychotherapist and a Sensory Integration Therapist who ensure that students' health and therapeutic needs are met. We work closely with community healthcare providers such as the GP, Dentist and Optician to ensure an holistic approach to meeting the needs of students.

Behave Appropriately

Due to the high levels of support that they receive students show a rapid improvement in their behaviour. Staff are highly skilled in working with students who exhibit difficult behaviours. We use a nationally recognised accredited scheme that uses distraction and diffusion techniques with the aim of assisting young people to learn to manage their own behaviour.