

# Pegasus School

## Special Educational Needs Information

### Report Academic Year 2024 - 25

Our aim is for Pegasus School to be an inspirational community, where we all encourage the following qualities:

To

Be Safe

Be Happy

Be a good friend

Be yourself

Believe : Achieve

To achieve this, we will:

- Deliver an innovative curriculum to meet the needs of every Young Person (YP)
- Respect the voice of every YP in our school community
- Provide the foundations for all YP to flourish and lead fulfilling and purposeful lives beyond Pegasus School
- Build strong, caring relationships based on mutual trust and respect
- Establish and utilise links with the wider community
- Encourage all YP to be proud of themselves and what they achieve
- Inspire, create and have fun!

Pegasus School is an independent specialist school for YP aged 7 - 19 years. All YP have an Education, Health and Care Plan (EHCP) that details their special educational needs. YP attending Pegasus School will have Autism along with a learning difficulty. In addition, YPs may have additional speech and language difficulties, medical and/or mental health needs.

This SEND Information Report outlines the ways in which we provide support for all our YP in order for them to thrive and fulfil their individual potential; we aim always to offer a 'Can do' environment where teaching staff, YP and parents/carers work together to provide the best possible learning opportunities based on YPs individual starting points. Our aim is to see YP living happy and fulfilled lives.

#### **1. What kinds of Special Educational Needs does our school provide for?**

The school is organised into classes that are generally grouped by age within Key Stages. However, in some cases YP may be grouped according to a particular need, which may be a smaller class with a mixed age range. There may be occasions where a YP is taught on their own but the plan will always be to work towards reintegration into a class setting. Decisions will be taken following a detailed assessment on entry, consideration of the needs of that individual as detailed in the EHCP and the needs of the cohort at the school.

## **2. How will I know how the school supports my YP?**

A placement at Pegasus School follows a comprehensive assessment and detailed transition plan. Information is shared by everyone who knows the YP best; family, previous school, social worker, respite placement and any other professional involved.

During the first six weeks of a YP joining Pegasus School, staff use a variety of assessment tools to ascertain their strengths and needs in order to provide a baseline for starting points. Individual plans are written for each YP, together with care plans, risk assessments and positive behaviour support plans. YPs have a baseline assessment in the main curriculum areas, from which all future progress is measured. Individual targets are set and shared with the YP and parents/carers. Throughout the year every YPs progress is carefully tracked to ensure that any underachievement is quickly noticed and rectified.

All EHCPs are reviewed at least annually and follow a Person-Centred Approach. This gives the opportunity to consider whether it remains appropriate and to review the progress the YP has made over the previous year. Parents/carers along with all relevant professionals will be invited to the meeting to provide a holistic view on a YPs progress and to provide advice and guidance if necessary.

A home - school communication book is used on a daily basis to facilitate the exchange of important/useful information between school and home. In addition, 'Evidence for Learning' is used to show parents/carers the work their YP has been doing and to mark significant milestones of progress. Parents will be encouraged to contribute to this record with comments and photographs of activities during weekends and school holidays. As well as the annual review of the EHCP the school hosts parents' consultation meetings and an end of year report using 'Evidence for Learning'. Between these times the school welcomes visits or telephone calls from parents/carers to discuss any issues.

In year 9 staff will start to consider, with the YP and their family, future placement options with advice about college placements and careers information and guidance.

The school is also subject to the Ofsted inspection according to the framework.

## **3. How will the curriculum be matched to my YPs needs?**

The National Curriculum is used as a reference point but teachers adapt this to meet the needs of our YP cohort using as guidance the EQUALS schemes of work. More information about our curriculum can be found on the school's website.

Teachers plan lessons according to their knowledge of each YP and according to each YPs current assessed levels of achievement, planning work which encompasses prior learning, personal interests and agreed learning pathways. As appropriate, additional communication support will be offered to YPs to facilitate their learning, whether through sign language, objects of reference, picture symbols, photographs, switches or voice output communication aids (VOCAs). A rolling programme of topics is used as a vehicle for delivering the curriculum across all Key Stages. Staff skilfully adapt their teaching in order to build on what has been learned earlier in the YPs school career, working towards developing the skills, knowledge and understanding required for adulthood.

#### **4. How will I know how my YP is doing?**

Your YPs progress and attainment is shared with you in a variety of ways, including:

- The home-school diary.
- Annual Review of the EHCP.
- Personal Education Plan (PEP) meetings for Looked After Children.
- Parent/Carer Consultation meetings.
- Annual Report.
- Informal contact with staff.
- Sharing information on the 'Evidence for Learning' Parent Portal.

#### **5. What support will there be for my YPs overall well-being?**

Pegasus School has a variety of ways of supporting your YPs wellbeing. They include:

- A high ratio of adults to YP. All YP will have dedicated support from highly trained learning support assistants.
- A safe and calm environment with structured and organised learning opportunities.
- A well-planned personalised curriculum to meet the needs of our individual YP. This will include Relationships, Sex and Health Education, Personal and Social Development, Social, Moral, Spiritual and Cultural development including teaching about Fundamental British Values.
- High aspirations of all staff for every YP.
- Staff trained in Non-Abusive Psychological and Physical Intervention (NAPPI) techniques to support behaviour and promote positive relationships.
- Access to a range of intervention programmes to develop skills and knowledge with regard to individual well - being.
- Opportunities for YP to contribute to school developments via 'Young People's Voice'.
- Access to careers guidance.

#### **6. YP with medical needs**

Staff who administer medicine complete training provided by SENAD designed by an appropriate Health Professional. A number of our staff team are First Aid trained, with some holding a higher qualification, enabling them to administer medication. A small number of staff have additional training in order that we can support students who have specific medical needs such as Diabetes and Epilepsy. Suitably qualified health professionals ensure that our practices and protocols are safe and fit for purpose via regular audits.

#### **7. What training are the staff supporting YP with SEND given?**

Staff receive the following training as required:

- Child Protection and Safeguarding.
- Communication strategies.
- NAPPI Behaviour Management strategies.
- Positive Behaviour support.
- TEACCH Approach/use of visual structures.
- Manual Handling.
- Internet Safety.
- Autism.

- Data Protection.
- First Aid and Medical Training.
- Trauma and Attachment.

In addition, all staff receive ongoing training to help them meet the varying and complex needs of the individual YP. This training uses both internal expertise and external providers and also SENAD's online virtual college. SENAD's training manager provides a comprehensive programme of training and updates. Specific training to meet the needs of particular YP is sourced as necessary.

## **8. How will my YP be included in activities outside the classroom, including school trips?**

Risk assessments are carried out and procedures are put in place to enable all YP to participate in all school activities as much as is reasonably practicable to do so (overseen by the School's Educational Visits Co-ordinator). Our ethos is one of inclusion so we will always endeavour to make whatever adaptations are necessary to enable YP to be included in all educational opportunities, including off - site trips.

## **9. How accessible is the school environment?**

Our school is a safe and accessible building. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help our YP, staff and visitors throughout our school, including accessible toilets, wide corridors and clear signage. Full details can be found in our Accessibility Plan.

## **10. How will you support my YP when joining Pegasus School?**

A number of strategies are in place to enable YP to successfully integrate into school life at Pegasus. The Head Teacher and the YPs new class teacher is responsible for supporting the YP to make a positive move into the school. They liaise with each prospective new YPs class teacher at their former school and with their parents/carers to build up a comprehensive picture of the YP. Other professionals may be involved as appropriate.

This information will include:

- Assessment data.
- Individual Learning Plans.
- Annual Review/EHCP Report and Targets.
- Individual Care Plans
- Risk Assessments.
- Behaviour Support Plans
- Medical Protocols/Care Plans.
- Communication Profiles.
- End of Year School Report.
- Details of any special arrangements to meet the needs of the child.
- Safeguarding information – recorded via Child Protection on-line management system (CPOMS)
- Positive Behaviour Support (PBS) behaviours are recorded and shared appropriately

The transition process may include all or some of the following actions:

- Staff undertake visits to the current school.
- School staff attend Annual Review meetings when invited.
- Staff attend other multi - agency meetings when invited, such as CAF meetings.
- Prospective YPs and their parents/carers visit Pegasus School at least once.
- Plans are drawn up to ensure the YP is placed where their range of needs can best be met.

Equally, for YP moving on from Pegasus School, a member of the Senior Leadership Team and /or SENCO is responsible for co-ordinating plans with the receiving school or college. Close liaison is established between staff in both settings and opportunities are put in place for both the YP and their parents/carers to visit and get to know the school/college that the YP is moving on to. A well -planned transition programme is put in place and regularly evaluated to ensure it meets the needs of the YP and his/her family.

### **11. How are decisions made about how much support my YP will receive?**

All students at Pegasus School will have an Education Health and Care Plan (EHCP); the decision regarding the support required will be reached following a thorough assessment of the YPs needs and the needs as described in the EHCP. When the offer of a placement is made details of the support required will be explained and costed.

For YP who are also looked after by the Local Authority (LAC students), further decisions about the amount of support they will receive will be discussed and agreed at Personal Education Plan (PEP) meetings. The decisions will then be recorded in the PEPs database and reviewed twice a year. Parents/carers are welcome to talk with their YPs class teacher at any time if they have any questions or concerns regarding their YPs support and any concerns can be raised with the Head Teacher.

### **12. How will I be involved in discussions about any planning for my YPs education?**

This may be done in a variety of ways, including:

- Discussions with the class teacher, either in person or via telephone; ongoing communication via the home - school diary
- During Education, Health and Care Plan (EHCP) reviews, LAC, CIN, Short Break and Transition meetings etc.
- During parent/ carer consultation meetings
- During other meetings with school staff, such as PEP meetings or other multi - agency meetings.
- Through discussions with a member of the Senior Leadership Team.

### **13. What specialist services and expertise are available at or accessed by the school?**

As a school we offer a range of services to support the YP. These include:

- Mental Health Service
- Educational Psychology,
- Speech and Language Therapy,

- Occupational Therapy.
- Reflexology
- Art and Music Therapy

Access to these services will be determined according to the needs of the YP and as detailed in the EHCP. The annual review process can be used to make changes to the EHCP in agreement with placing authorities and on the advice of supporting professionals. The school uses the Early Help Assessment (EHA) process when appropriate to do so.

#### **14. Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's educational needs or have concerns about something regarding your child's schooling, please contact one of the following in the first instance:

- Your child's class teacher.
- The Head Teacher, Mitchell Hubbard
- SENAD Head Office on 01332 943 591

The Complaints Policy ([714](#)) can be found on the school's website.