



PEGASUS SCHOOL

part of the SENAD Group

Statement of Purpose

A Guide to the Residential Care at Pegasus School for
Parents/Carers and Professionals



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Welcome to Pegasus School's Children's Home

One of the biggest decisions a parent, guardian or social worker has to make is to decide on the right residential provision for a child. We hope that this Statement of Purpose will give you the information to help you in finding the right place.

Pegasus School is an independent specialist day and residential school for young people aged 7 to 19 years, offering a range of day and 38 to 52 week placements.

The young people we care for have moderate to severe learning disabilities with associated complex needs and challenging behaviour.

Pegasus is made up of small 3-5 bedroom homes with passionate staff teams who are ambitious in achieving positive outcomes for young people. We create safe environments where young people can make steps towards their futures.

Young people have access to a range of activities on our extensive and safe grounds. This includes football, play equipment, large trampolines, bike track, indoor soft play and sensory room. Our activity co-ordinators facilitate a weekly youth club and organise activities and celebrations throughout the year.

We offer regular offsite community access and social trips centred around the personal needs and interests of the young people. These can be for an individual young person or a small group of young people.

Chris Dean

Head of Care/ Registered Manager



"Outstanding - friendly and knowledgeable staff who go above and beyond to care for the young people"

Parent 2025

How We Care for Your Child

At Pegasus the young person's voice directly informs the care that we deliver. Young people help us decide how to personalise bedrooms, furnish the homes, plan menus, book activities and much more.

Young people are assigned key care workers who they know well. Key care workers work closely with young people and the wider teams to ensure young people's needs are met. Key care workers aim to build effective trusting relationships with parents and other stakeholders to promote working together.

All young people have an individualised care plan which outlines their health, personal care, cultural and religious needs. All care plans are reviewed regularly and shared in line with statutory care reviews.

The homes are made as homely and comfortable as possible. Any adaptations to meet individual need of young people the environment are made to have minimal impact, whilst meeting the complex needs of those that use it.

We work within the ethos of least restrictive practice. This includes providing opportunities for children to have as much freedom as possible whilst ensuring they are safe.

Young people receive a weekly allowance for food, clothing and personal care items. Each home also has a weekly activity allowance. Key care workers will work in partnership with young people and their families to meet any tangible needs of the young people.

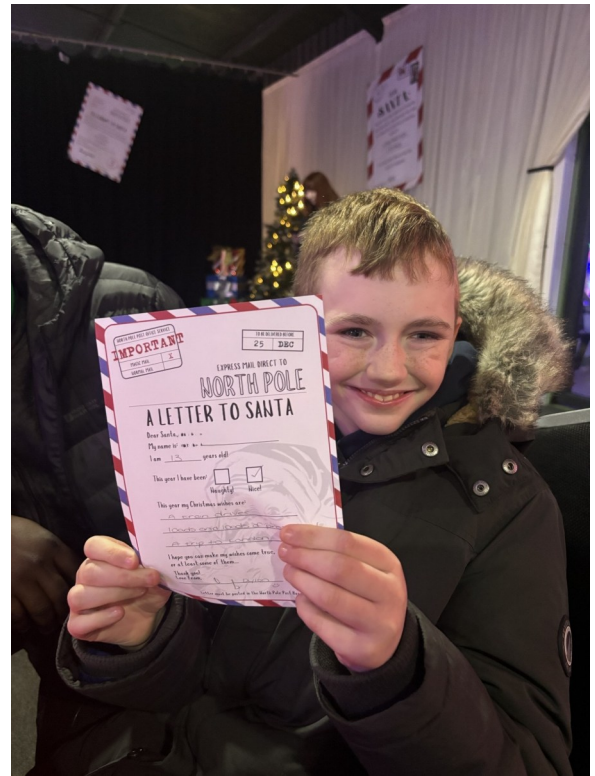
At Pegasus we promote young people sharing homes and spaces with others. Whilst we acknowledge sharing spaces can present challenges, we believe it also creates important opportunities to practice 'give and take' and provide valuable learning opportunities that can increase future opportunities as young people move into adulthood.

Maintaining Family Relationships

Young people's time at Pegasus School is only part of their journey towards adulthood. For this reason, it is vitally important that we support contact between young people and their life long relationships outside of the school.

Young people are supported to use various communication methods to contact their families, such as face time and phone calls.

Where appropriate we also support family visits to see their child at the school and children visits back to the family/carers home.



Supporting Young People's Behaviour

We understand that some young people with learning disabilities are likely to behave in a way that is challenging to themselves and/or others. We understand that behaviour is typically a way to meet unmet needs. This is often the result of limited communication leading to emotional dysregulation.

When supporting young people to make progress with their behaviour we focus on three key areas.

Green

Behavioural science tells us that people with an improved quality of life are better equipped to cope with stress. We support young people to improve their quality of life by creating enjoyable opportunities and building on strengths.

We support young people to contribute to the community around them, increasing their sense of productivity and promoting an 'I can' sense of self.

We also recognise that young people benefit from feeling like 'they belong' within a caring community.

Amber

Observable behaviours are often a symptom of stress. The multi-disciplinary team at Pegasus work together with young people to identify stress factors and triggers.

We support young people to develop their own skills and techniques to avoid or reduce the stress they experience that would otherwise lead to behaviours that challenge.

Red

We use data and shared experiences to predict behaviours that we may see when young people are dysregulated. We plan steps to de-escalate behaviour quickly and limit any risks that might occur as a result.

There are times when staff may need to use a restrictive physical intervention (restraint) to keep the young person and others safe. Restrictive Physical Intervention is always used as a last resort and in the least restrictive way possible.

All staff members at Pegasus are trained to use NAPPI (none abusive physical and physiological intervention). NAPPI is a positive behavioural support model which includes physical skills to support young people when in crisis.

NAPPI UK have been accredited by the Restraint Reduction Network

<https://restraintreductionnetwork.org/>



Children's Rights

Respecting and upholding young people's rights is very important to us.

We promote the rights of young people to:

- Live in a home that is safe, happy, nurturing and stable, valuing and affectionate.
- Full access to education, health care, a social life and community facilities and the opportunity to live a fulfilling and meaningful life.
- Be listened to, express their views and take part in decision making, have things explained to them and have the right to complain.
- Access an independent advocate and have information about Ofsted, Childline and the Children's Commissioner if they wish to talk to someone independently or share an issue or concern.
- Privacy and space, time, dignity, fun and enjoyment
- Have their religious, cultural and dietary requirements met and to celebrate their individuality.

Our staff have a duty of care to ensure that:

- Young people are safe and supported.
- They act as positive role models.
- They promote communication and contact with their family and act as an advocate.
- They ensure effective placement planning, monitoring and evaluation to ensure the young person's progress.
- They support the young person to participate in the education, helping them enjoy learning.
- They respond quickly and are flexible to the changing needs of young people and work proactively with all professionals in the best interests of the young person at all times.



Young People's Education

All young people follow their own bespoke curriculum pathways informed by their EHCP outcomes in preparation for adulthood. Our young person's destinations when they leave school are varied, and we aim to increase the opportunities available to them post-Pegasus to leave them with the skills needed to lead an enriched adult life, to be as independent as possible, to be an active citizen and to be as healthy as possible.

Our curriculum facilitates our school aims to:

- Communicate effectively and make choices about things that affect them.
- Develop motivation, confidence and resilience to take on new challenges and develop their full potential.
- Self-regulate their senses, emotions and behaviour in order to share activities and learning spaces and have opportunities to build social relationships.

Embedded into the curriculum are our school values:

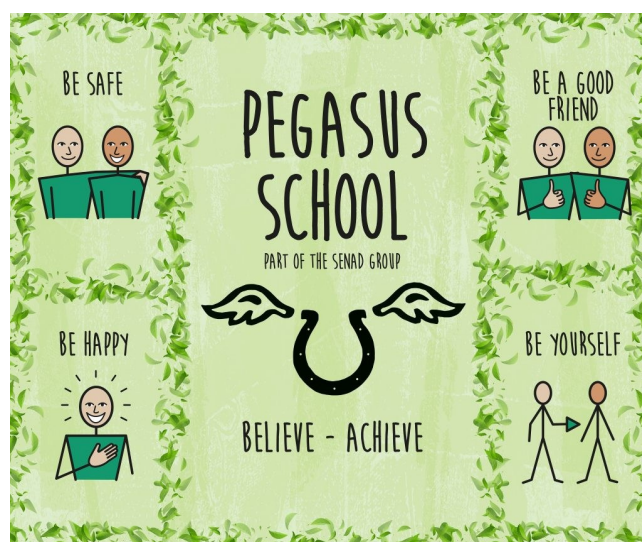
- Be Safe
- Be Happy
- Be a Good Friend
- Be Yourself

The Curriculum

Our curriculum is not subject specific for all young people, some are learning within the early stages of development. Each young person will have different priority of needs and so some subjects will focus more predominantly than others as planned by their teaching and therapy teams.

Each class also have weekly sessions with our Forest School Instructor. Activities include spending time in our onsite woods where they will take part in campfire cooking, tree climbing, den building, arts and crafts, imaginary play in our mud kitchen, relaxing in the hammocks and using our sensory tent.

They can take part in animal care, feeding and looking after our sheep, goats, chickens and rabbits. They will also learn about growing and looking after plants in our horticulture beds and polytunnel. They also learn to access muddy walks through our neighbouring woods and visiting local animal farms or garden centres.



Young People's Health

Young people are supported with all areas of the health and wellbeing. We have built strong links with the local health professions who provide bespoke services to meet the individual's needs, this includes GP services, dentists and opticians. Any health concerns are immediately referred to the Head of Care and Leadership team, health professionals and parents. Staff are trained in all relevant medical conditions to meet the young peoples needs. If a young person should become ill or have an accident requiring medical attention, their parents or the responsible adult will immediately be contacted. Only competent, medically trained staff are permitted to administer medication and hold a key. All of young people are encouraged to eat healthy and varied diets that take in to account medical, cultural and health requirements.

Our Occupational Therapist who works with the young people to enable their development of their motor skills, sensory processing, behaviour regulation support and visual perception skills. These are the key skills needed for young people to participate effectively in life tasks, social activities and their education, through functional activities. Our OT's carry out functional assessments to establish areas of need related to personal activities of daily living, motor skills or sensory needs. This then allows our OT's to formulate individualised treatment plans and strategies in order to maximise levels of independence.

Speech and Language Therapists are also available to help assess how each student communicates and create a formal communication system to meet their needs. This could be a Picture Exchange Communication System (PECS) or an Ipad system for requesting things they would like or need, and a visual system to help young people understand and be prepared for what is happening during the day. They also work with students on the skills they need to access learning and to function successfully in society. This includes giving them the motivation and confidence to communicate and the ability to generalise their skills in new settings and environments.

Our Clinical Psychiatrist attends the school regularly to review the young peoples mental health and wellbeing.



"Children enjoy exceptional experiences in the residential provision. The staff are dedicated and knowledgeable childcare practitioners. The staff nurture children. They are positive adult role models, who teach children a wide range of life skills. As a result of this nurturing approach, children thrive and enjoy positive outcomes."

Outstanding Ofsted Care Inspection 2025

Meet the Team

Chris Dean

Head of Care/Registered Manager

Level 5 Diploma Leadership and Management

Level 3 NVQ Care for Children and Young People

Chris began his career in 2003 as a residential support worker. During this time Chris gained experience and insight into supporting young people with complex needs such as ASD and PWS. During his 20 years at Bladon House School Chris worked as a Team Leader, Strategic Behaviour Lead and then Deputy Head of Care in 2016. Chris was successful in his appointment of Registered Manager and Head of Care at Pegasus School in September 2023.

Mitchell Hubbard

Head Teacher

BA (Hons) Performing Arts

Mitchell first joined the SENAD Group in September 2021 as a Phase Leader in the Bright Horizon SLD Phase at Bladon House School and progressed to Assistant Head Teacher. He became Head Teacher at Pegasus School in June 2023. Mitchell completed his BA Honours degree at the Liverpool Institute of Performing Arts. His creativity and passion for learning led him into teaching in 2007. After teaching Drama and Performing Arts in a range of settings across Leicestershire he took the move into SEND education 10 years ago and has never looked back. Mitchell's enthusiasm and drive to create the best learning pathway for every student has seen him lead curriculums and departments in three different educational settings.

Kelly Gleeson

Assistant Head of Care

Diploma Health and Social Care for Children and Young People Level 3

Health and Safety Training

Safer Recruitment Training

Kelly joined Pegasus School in 2004 and during her 15 years at the school she has progressed from a Support Worker, to Deputy Residential Manager to her current role as Assistant Head of Care, in 2019. Kelly has an in depth knowledge and experience of young people with complex needs including very challenging behaviours. She is a strong advocate for ensuring the service has a young person centred approach and is keen to promote personalised living spaces.

Jeanette Pollard

Night Supervising Coordinator

Level 3 CYPW

First Aid Mental Health

Jeanette has 29 years' experience of working in the care sector and has been a senior manager at Pegasus School for the past 27 years.

Wilbur Serra

Residential Occupational Therapist

Bachelors Degree of Science in Occupational Therapy (Philippines) - Comparable to BTEC/SQA

Higher National Diploma (HND) Standard Foundation/Degree Standard by The National Recognition Information Centre for the United Kingdom

Level 3 Certificate In Delivering Learning, Stephenson College; Coalville, UK

Advanced Shiatsu Techniques & Application - Philippines

Wilbur was initially employed as a Residential Support Worker at the school, in 2011 and has progressed to be a full time Residential Occupational Therapist

Alison Phipps

Speech & Language Therapist

Bachelors Degree of Science in Speech & Language Therapy

BSc Psychology

BA (Hons) Philosophy & Literature

Alison is currently an independent SaLT and has worked for Small Talk SaLT since 2018. She provides a service for children/young people with ASD and speech, language and communication impairments including social communication, across the Midlands, Staffordshire and Derbyshire.

She supports students and young people in both mainstream and specialist schools and colleges. She provides weekly SaLT support to an Inclusion Base attached to a mainstream infants and junior school. She also supports a number of students in EOTAS provision and has acted as a multi-disciplinary lead for an EOTAS programme since 2020.

A full (current) staff list is available from the home. Please contact us by email or telephone us for this information.

How We Staff the Home

The care team is led by the Head of Care/Registered Manager Christopher Dean. Chris is supported by Assistant Head of Care, Kelly Gleeson. Alongside other senior leaders from other disciplines, they form the Designated Safeguarding Team.

Staffing is typically minimum 1:1 for the waking day i.e. from 07:15 until 21:45. This enables a degree of independence in all settings. Staffing levels can be lower for times of independent working, break times, play/leisure times, very routine based times etc. It is part of the role of the home to increase these skills for future independence. However, it is also likely that there will be some times when the allocation could be greater than 1:1. This might occur when anxiety levels increase; when we are finding out about the young person's skills; when new tasks are introduced; for some trips etc. Higher staffing levels can be put in place for certain individuals if their needs require further targeted support. The managers are rostered as additional to the staffing levels to ensure they are available to support when and where needed.

During night time hours, waking night staff are employed. The use of sleeping in staff are not used ordinarily at Pegasus, except in circumstances such as external holidays or to meet a specific need of a young person. Typically there will be one night waking staff on each house. Monitors are also used to support certain young people with medical conditions such as epilepsy. If monitoring is required this is fully agreed as part of the care plan with parents and the local authority social worker.

All care staff receive a comprehensive induction training package, as well as regular development days, that give the staff the opportunity to hone their skills as well as have targeted training to specifically meet the varied needs of our young people. All support workers receive regular supervision with trained managers which has an emphasis on the promotion of being a reflective practitioner.

Each home can be used for semi-independent living as well as for young people with a higher level of need. Each home area has washing facilities specific to the needs of the young people, incorporating bathrooms, showers, wet rooms as well as some ensuite facilities.



Admissions

Referrals can be made by anyone associated with the young person. Once we have received the young person's Statement of Needs or Education, Health and Care plan and recent multi disciplinary minutes we would advise parents or guardians to visit the school.

We are unable to accept emergency admissions.

We will arrange for a member of our team to meet the young person to confirm their suitability as quickly as possible. Once this has been established an offer will be made and notification of a final visit by the multi-disciplinary team.

This visit usually takes place on one day, after which a transition plan for admission is agreed. The Multi-disciplinary Team will report their findings to the Head Teacher and a report will be written reviewing their findings including current levels relating to Statemented Needs, general strategies, initial targets and any areas which the team feels needs further examination. There is no charge for this assessment.

A young person doesn't need specific qualifications to get a place with us. We simply need to feel confident that we have the resources and expertise to help them gain an education and reach their potential. We accept young people from all backgrounds, from across the UK and abroad.

If you are a parent please call our Parent Support Officer on 01332 378840

If you are a LA Placement Officer and would like to send a formal consultation please
Email: referrals@senadgroup.com

Safeguarding and Bullying

Pegasus promotes a safeguarding environment throughout its service. All staff working at Pegasus receive Safeguarding training as part of their induction and regular refreshers.

There is team of Designated Safeguarding Lead's. The team is made up of Chris Dean, Head of Care, Mitchell Hubbard, Acting Head Teacher, Claire Hancox, Deputy Head Teacher, Kelly Gleeson, Assistant Head of Care. In all aspects of safeguarding, decisions are always made in a team approach. A positive relationship is maintained with Derbyshire Safeguarding.

Any concerns regarding a young person, staff member or anyone who has contact with the young person is recorded on our Child Protection Online Management-System (CPOMS). These are immediately alerted to the Designated Safeguarding Leads who will put the necessary actions in place. An On Call system is in place to ensure immediate attention is given.

Every recording on Child Protection Online Management System (CPOMS) is allocated a category related to the incident, regardless of the category every safeguarding incident is dealt with the same seriousness and urgency. At all times the Team Around the Child and relevant professionals are involved to ensure the best outcome is achieved for the young person.

Bullying

The concept of bullying is difficult for the majority of young people at Pegasus. Many of the young people show challenging behaviours which can be shown to peers in the home. The high staffing supervision ratios means that these behaviours are closely monitored. However, if staff or young people feel that a behaviour is bullying in any way, a safeguarding form will be completed and it will be closely monitored. The team use various tools to deal with bullying but a typical response would be the implementation of a peer interaction form, which would record all interactions, whether positive or negative, between the young people. This would be regularly analysed by the Safeguarding Team.

Young people who feel they are being bullied as well as the alleged perpetrators are sensitively supported and have access to discrete anti-bullying and self-advocacy programmes. The programmes are delivered by the most suitably skilled staff member.

The onsite Key Worker team focus on Safeguarding and Bullying at every house meeting, reinforcing to the young people who they can go to if they are worried or concerned. This is all presented to the young people in the appropriate individualised Communication tool.

Missing From Care

Due to the high levels of staff supervision, Pegasus very rarely have cases of young people going missing from care. However the young people at Pegasus are incredibly vulnerable and need to have safeguards in place to protect them.

All young people have an individualised risk assessment. This identifies all known risks and places control measures to attempt to reduce risk. It is important that we allow our young people to take risk so that they can learn and develop but this is done in a controlled manner.

If a young person is identified as being at risk from being missing from care, a specific missing person protocol will be completed for that individual. That will give specific areas of risk, identified hazards and control measures that must be in place. These include proactive measures that are put in place to support that young person. The protocol specifies at what point the Police are to be contacted. It has been agreed that all of the young people that are accommodated at Pegasus will be seen by Derbyshire Police as missing as soon as the Police are contacted and will never be deemed as absent, due to the vulnerability of the young people.

All protocols are shared with the local Police. All protocols are accompanied by a Philomena protocol as set out by Derbyshire Constabulary. This includes all the information the Police require when first contact is made. This ensures the correct response is given speedily.

Policies and Additional Information

The SENAD Group owns and operates a number of schools and children's homes and has a set of common policies and procedures which apply to all settings. The Group has a philosophy of operating in an open and transparent manner, involving and keeping parents and placing authorities informed of all incidents, accidents and positive outcomes as regular as possible. Copies of most of SENAD's policies are freely available on our website or can be supplied on request. As a group we welcome feedback.

Mark Ryder is the Director of Care and Responsible Individual for all of the SENAD children's homes in England. He is based at the SENAD head office in Derby.

Mark Ryder
Director of Care
SENAD Group
1 St George's House
Vernon Gate
Derby
DE1 1UQ
Tel: 01332 378840

All staff are required to have regular supervisions with their line manager and will receive an annual appraisal which will set targets and agree a personal development plan.

SENAD provide an independent person to visit each of the homes on a regular basis. This is in addition to independent advocacy services used by the home.

They gather the views of the young people and provides a report which is shared with the home, SENAD, Ofsted and placing authorities.

All of the homes use a positive approach to promoting positive behaviour. Our physical intervention technique is called NAPPI but the group aim is to reduce and eliminate the need to use physical intervention where ever possible.

SENAD and all of the homes see complaints as part of the learning process; it helps young people understand how to resolve issues appropriately and helps the home develop practice. In the first instance, any complaint should be referred to the home to resolve. If this cannot be achieved, the complaint can be referred to SENAD (01332 378840) and/or Ofsted. (0300 1231231)

SENAD will follow its complaints procedure by appointing someone independent of the home to investigate. The final stage is for any unresolved complaint to go to a complaint panel.

We aim to provide a high standard of care and service but recognise that sometimes things do not go according to plan. In these cases we will try and put things right as quickly as we can. We have a policy which clearly sets out how to make a complaint and how it will be dealt with. Staff will advocate for young

people and support them in making complaints when they feel their needs are not being met or they have any other concerns. We have similar policies and procedures for countering bullying. Young people who feel they are being bullied as well as the alleged perpetrators are sensitively supported and have access to discrete anti-bullying and self-advocacy programmes. The programmes are delivered by the most suitably skilled staff member.

SENAD offers staff training in anti-discriminatory practice as part of our mandatory training and embraces difference and diversity across all settings. We support our staff and the young people we care for to embrace the multicultural society in which we live. We treat all the children and young people with the same respect for their individuality regardless of their disability. In line with The Equality Act 2010 we take every reasonable step to ensure that young people are not disadvantaged or excluded from any activity. We continuously review our policy & practice to:

- Improve the physical environment,
- Increase participation & inclusion in the wider community
- Provide suitably adapted equipment & resources
- Ensure all children are able to communicate effectively & function as independently possible

All policies are available on SENAD website or at request from Pegasus School.

Quality & Compliance Manager

The company's Quality and Compliance Manager, Kelly Watson works directly to the company's Directors.

She performs the function of ensuring all SENAD homes meet the Children's Homes Regulations (2015) by managing the independent person and ensuring that the young people's voice is heard, their rights promoted and that safeguarding policies are followed in an open and transparent manner. She offers professional challenge to the Registered Managers and Heads of Service. She is available to take an independent view on any concerns.

To contact the Quality and Compliance Manager:

SENAD Group
1 St George's House
Vernon Gate
Derby
DE1 1UQ

Work telephone: 01332 378840

Contact

Ofsted

This Statement of Purpose is based on the recommendations contained in the publication:

Children's Homes (England) Regulations 2015

Guide to the Children's Homes Regulations including the quality standards

A full list of the 'matters to be included' can be found in Schedule 1 of this publication.

There is a format for young people which is simplified and uses symbols. However, as carers will know, students with severe communication difficulties have a wide range of language needs. We would work with parents and guardians to provide statements that the young people would understand. These would include symbol or photographic timetables and formats for presenting their needs for review.

To speak directly to Ofsted, contact:

Ofsted
National Business Unit
Piccadilly Gate,
Store Street
Manchester
M1 2WD
Telephone: 0300 1231231
Email: enquiries@ofsted.gov.uk

Head of Care Christopher Dean
Head Teacher: Mitchell Hubbard

URN Number: SC 020193

Address: Pegasus School
Caldwell Hall
Caldwell
Derbyshire
DE12 6RS
Telephone: 01283 761352
Email: Pegasus.info@senadgroup.com

Provider: Brian Jones
Responsible Individual: Mark Ryder

SENAD Group
1 St George's House
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DE1 1UQ
Telephone: 01332 378840

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