

## **Pegasus Primary School: Special Educational Needs and Disability (SEND) Information Report: 2024/2025**

We believe in providing the best education for all children, no matter their circumstances or backgrounds. Every child deserves the intrinsic joy of success and it is our job to ensure we meet every child's needs. We know that children grow in confidence when they experience challenge and overcome it. We don't believe in reducing our curriculum offer for children with special educational needs – our role is to adapt it to make it accessible for all. All children experience our full curriculum offer. As an inclusive school, we never rest until we find what works best for a child. We invest in training our team to understand the complexities of special needs and we work with agencies and providers to develop our practice.

### **Who has responsibility for children with SEND in Pegasus School?**

All staff are clear about their responsibilities with regards to children with special educational needs in the school.

- **Class teachers:** your child's class teacher is the first point of contact. They monitor the progress of each child in their class and liaise with other relevant staff about any additional support that may be needed.
- **Deputy/Assistant Headteachers (DH/AHT):** they are responsible for overseeing the progress of children in all subject areas and for supporting the class teacher to make appropriate changes to provision or plan for additional support. The DHT is Miss Roxy May. The AHT are Mrs Katie Colthurst-Gregory and Mrs Vicky Lees.
- **SENCo:** The SENCo works with the senior leaders and class teachers to help assess and plan for children's individual needs. They also liaises with outside agencies to ensure that the best possible outcomes are achieved for our children. The SENCos are Mrs Katie Colthurst- Gregory and Miss Faith Gilder (EYFS).
- **Headteacher:** Mrs Ruth Akrigg
- **SEND Governor:** Mr Laurence Scott

### **How does Pegasus work with children, parents and carers?**

Pegasus values the views, wishes and feelings of children and their parents or carers. We ensure they participate as fully as possible in decisions that affect them. We contact parents or carers if there is a concern about their child.

- Parents/carers can speak with class teachers before or after school at a mutually convenient time. This can be in person or on the phone.
- Parents/carers receive a written report at the end of each school year;
- Parents/carers are invited to two parents evening in the school year to discuss attainment and progress;
- The school SENCo is always available to meet with parents and appointments can be requested through the class teacher or the office.
- Children with EHCPs have an annual review where progress is discussed and targets set for the coming year.
- The Welfare team are available to meet with families.

## A range of needs

Pegasus Primary School is an inclusive mainstream school that makes provision for children with a wide range of needs. Some children have difficulties in one specific area and others have a complex range of needs that have a greater impact on their learning. These are the four broad areas of need:

- **Communication and Interaction needs:** this includes children who have speech, language and communication difficulties and autistic spectrum conditions.
- **Cognition and Learning needs:** this includes children who have general learning difficulties or specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs:** this includes children with high levels of anxiety, difficulties with emotional regulation, attachment difficulties and trauma related difficulties.
- **Physical and/or Sensory needs:** this includes children who have visual or hearing needs, or a physical disability – such as cerebral palsy – that affects their learning.

## Identification and assessment of needs

Teachers at Pegasus are continually assessing and reviewing their teaching of all the children in their class. Lessons are differentiated in order to allow children to achieve their full potential and progress is regularly reviewed. Progress and attainment for each child is tracked on FFT Aspire – the school's assessment system. Where there is concern around the progress and attainment of individual children and where a potential special educational need has been identified, further assessment will take place.

- FFT Aspire is used to track children's progress and identify next steps or gaps in their learning. Class teachers also use it to create assessment summary reports.
- Specific assessments are used to allow for a more in-depth understanding of the child's needs. Currently we use PM Benchmark, OCC LAPack, Sensory Profiles, QCA, Boxhall profile, GLS dyslexia/dyscalculia screeners.
- For some SEND pupils their progress is tracked through the SEND Toolkit Banded Curriculum.

The school uses the OCC SEN Guidance document. Class teachers complete the OCC descriptors when they have a concern about a child. The descriptors help to better understand the child's needs. See the link for further information:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/guidance-and-policies>

## How are children with SEND supported at Pegasus?

- Our class teachers are skilled at adapting and differentiating lessons to meet a range of needs and learning styles. All classrooms are designed to make learning as accessible as possible and have visual timetables, clearly labelled resources, strategic seating plans and clear uncluttered spaces.

- Some children require additional support and this might happen in the classroom, in small groups or in 1:1 sessions. Some of the interventions we use are: Colourful Semantics, Read, Write Inc, Shine, Fresh Start, targeted phonics intervention, etc.
- We have a Nurture Group where a number of children have sessions throughout their day – this is primarily for emotional regulation.
- We have an ELSA – an adult trained in supporting children with their emotional literacy – and she runs groups focusing on areas such as self-esteem, managing anxiety and protective behaviours.

### **How is progress monitored and evaluated?**

- All children are tracked using tracking documents on the school's internal SEND database. Each term the SENCO reviews the progress of each child with the class teacher and new targets and support plans are made.
- The SENCo meets termly to review progress with the headteacher.
- Pupil Profiles and class SEN monitoring sheets are used to track progress.

### **Who else helps children with SEND at Pegasus?**

The school works closely with a number of agencies from Education, Health and Social Care.

- SENSS Communication and Interaction Team – Kelly McNight and Jo Ader: they give advice and support to children on the autistic spectrum and with language processing difficulties.
- Speech and Language Therapists: Beth Knowles, Patricia Mavimbela, Rachel Henry, Sarah Ray: they work with a number of children throughout the school giving advice and support.
- Cathryn Neesam: an Educational Psychologist who assesses children and advises staff;
- Rachel Clare: Physical Disability Advisory Teacher – SENSS
- Advisory Teachers for Vision and Hearing Impaired children
- OXSIT Oxfordshire Schools Inclusion Team

We also work with the following agencies: Community Paediatrics at the John Radcliffe Hospital – Dr Mandy Rose, Dr Flaudia Petrone - CAMHS, Social Services and Health Visitors

### **How do we support children with SEND when they move class or school?**

- When children move up to the next class, we offer a transition visit. If we know a child needs additional support to cope with change, we arrange extra visits and a photo book to look at during the summer holidays.
- Children new to Pegasus visit the school before they start. We invite parents/ carers to make the school aware of their child's needs before starting.
- If children move away from Pegasus to a new school we talk to the SENCo and send all relevant information, files and pupil profiles.
- The transfer to secondary school is very important. Year 6 teachers meet with the different secondary school staff to share information and the SENCo liaises with the SENCos in the schools. Additional visits are arranged for children who require extra support to ensure a successful transition.

**EHCPs: Education, Health and Care Plans:** there are a small number of children in the school who have severe and complex needs and an EHCP may be required. Usually school makes the application but it is also possible for parents or carers to apply. The Local Authority must decide whether an EHCP is required and then carry out the statutory assessment. Further information about this can be found on Oxfordshire's Local Offer page: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/education-health-and-care-plans-and-assessments>

**Activities, day and residential trips:** Pegasus ensures that every child can take part in every activity or trip. This might involve taking additional adults, making alternative access arrangements or sourcing equipment such as an all-terrain wheelchair. Adapted risk assessments might also need to be written. Children with SEND are fully represented in the range of extra-curricular activities and clubs.

**Emotional and social development of children with SEND:** Pegasus School follows the Conscious Discipline approach to support all children's mental health and wellbeing. The relationships policy is central to Pegasus' approach to working with all children. In addition to weekly PSHE sessions in each class, there are groups run by therapeutic mentors, the Welfare Team as well as 1:1 work when it is needed. Some of the children with SEND also have sessions in the Nurture Group where they can develop their social skills and learn strategies to keep calm.

**Bullying** is taken very seriously at Pegasus. All bullying incidents are reported and there is a bullying policy which is followed closely. We have a named member of staff who leads on anti-bullying.

**Staff training:** a range of training is given to staff during INSET days, staff meetings, TA meetings and through external CPD. This includes training on autism, speech and language difficulties, scaffolding and mental health difficulties.

#### **Do you have any questions or would you like some more advice?**

Please contact the SENCo if you have any questions. You can call the school office or email Katie Colthurst – [katie.colthurst@pegasusprimary.org](mailto:katie.colthurst@pegasusprimary.org) or Faith Gilder (EYFS) [faith.gilder@pegasusprimary.org](mailto:faith.gilder@pegasusprimary.org)

You can also look on the Oxfordshire County Council Local Offer where you will find lots more information. <https://oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

SENDIASS Oxfordshire also offer advice and support to parents and you can contact them directly.

