

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 on reducing our curriculum offer for children with special educational needs – our role is to adapt it to make it accessible for all. All children are experience our full curriculum offer, from climbing Snowdon to cooking on a bonfire. 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 regard 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.
- **Phase leaders:** they are responsible for overseeing the progress of each child in their phase and for supporting the class teacher to make appropriate changes to provision or plan for additional support. Years 5/6 – Mrs Georgia Maddocks, Years 3/4 – Mr Charlie Pitt, Years 1/2 -Mrs Beth Wilson, Nursery and Reception – Mrs Dominique Logan.
- **SENCo:** The SENCo works with phase leaders and class teacher to help assess and plan for children's individual needs. She also liaises with outside agencies to ensure that the best possible outcomes are achieved for our children. Mrs Kathy Hodder-Williams
- **Headteacher:** Mr Francis Murphy
- **SEND Governor:** Mrs Katie Towers-Clark

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.
- Home School Link Workers are available to meet with families.

- SWIFT course: at least twice a year we run a SWIFT course for families with children on the autistic spectrum – this is in partnership with the Communication and Interaction Team.
- The school runs a Family Links Parenting course at least twice a year to support parents and carer.

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 level 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 Classroom Monitor – 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.

- Classroom Monitor 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 NARA NFER Nelson, PM Benchmark, OCC LAPack, Sensory Profiles, QCA
- 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:
<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/schoolnews/2016/FoundationYearsandPrimarySENSupportFeb17.pdf>

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 a 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: FFT wave 3 – reading and

writing, Precision Teaching – for reading and spelling, Reading and Thinking, Looking and Thinking, Spirals, 5 minute box – literacy and numeracy, Colourful Semantics.

- We have a Work Base where a number of children have sessions throughout their day – this is primarily for emotional regulation and to allow play based learning for children working significantly below their chronological age;
- We have an ELSA – an adult trained in supporting children with their emotional literacy – and she runs groups focussing on areas such as self-esteem, managing anxiety and protective behaviours.

How is progress monitored and evaluated?

- All children are tracked on Classroom Monitor. Each term the phase leader 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 Phase Leader;
- Pupil Profiles are being developed this school year to allow for closer monitoring.

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 – Suzanne Dominian and Jo Ader: they give advice and support to children on the autistic spectrum and with language processing difficulties.
- Speech and Language Therapists : Bethan Taylor, Beth Knowles, Sarah Rae: they work with a number of children throughout the school giving advice and support.
- Caroline Duncan: an Educational Psychologist who assesses children and advises staff;
- Sarah Walton: Physical Disability Advisory Teacher – SENSS
- Advisory Teachers for Vision and Hearing Impaired children

We also work with the following agencies: Community Paediatrics at the John Radcliffe Hospital – Dr Mandy Rose, 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, where possible, 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 Family Links 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 circle times in each class there are groups run by one of the school's Home School Link Workers as well as 1:1 work when it is needed. Some of the children with SEND also have sessions in the Work Base 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, precision teaching, FFT, mental health difficulties. We are also part of the MITA project in Oxfordshire and are looking at ways of improving our practice of working with additional adults.

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 Kathy Hodder-Williams on kathy.hodder-williams@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.

