



Meeting the Needs of Pupils with Special Educational Needs and Disabilities

What support to expect for your child?

The Pegasus Academy Trust (PAT) is committed to supporting all pupils, including those with Special Educational Needs (SEN), in common with other Croydon schools. We are committed to providing an appropriate and high quality education for all our children. We believe that all children, including those identified as having SEN, have a common entitlement to be offered a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Children and Families Bill 2013

The Children and Families Bill builds on the Government's commitment to work to improve services for vulnerable children and support strong families. It aims to ensure that all children and young people can succeed, no matter what their background. The Bill supports changes in the systems for adoption, children looked after, family justice and SEN.

The system for children and young people with SEN continues to provide services that support the best outcome for all. The Bill extends the SEN system from birth through to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring their needs are properly met.

The 3 main reforms are

- Replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan (EHCP). This will support children into further education and training and offer families personal budgets so that they have more control over the support they need;
- Improving cooperation between all the services that support children and their families particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with SEN and to publish a 'Local Offer' of support.

The Local Offer

Each local authority (LA) is required to inform children, young people and parents/carers about the provision available for children and young people with SEN. This will include a variety of services provided by the LA and how to access them.

Every school in the LA is also required to provide information about what support is available for children in their care. To clarify this, the Government, aided by parents/carers, have sought to answer the most frequently asked questions.

Information and Guidance:	
How do staff in The Pegasus Academy Trust know if children need extra help?	
Parents/carers	Speak to the teacher about any concerns they may have and share information; Inform the school that their child has specific medical or physical needs that require support.
Teachers	Highlight a child as not making good progress; Identify a significant change in a child's behaviour and/or learning.
Who should I contact to discuss the concerns or needs of my child?	
Class teacher	He/she is responsible for: Adapting and refining the curriculum to respond to the strengths and needs of all pupils; Checking on the progress of your child and identifying, planning and delivering any additional support required to aid progress; Contributing to devising SEN Support Plans (SSPs) to prioritise and focus on the next steps required for your child to improve learning; Applying the school's SEN policy. If you have concerns about your child you should speak to your child's class teacher first. You may then be directed towards the Inclusion Manager.
Special Educational Needs Coordinator (SENCO) or the Inclusion Manager Whitehorse Schools – Emma Chang Ecclesbourne Primary – Karen Hammond Beulah Infants – Kate Wigston <i>(Contact details can be found on the Pegasus Academy Trust website)</i>	They are responsible for: Coordinating provision for children with SEN and developing the school's SEND policy; Ensuring that parents are: a) Involved in supporting their child's learning and their access to services; b) Kept informed about the range and level of support offered to their child; c) Included in assessing, planning and reviewing how a child is doing d) Consulted about planning successful movement (transition) to a new class or school. Liaising with a range of agencies outside school who can offer advice and support to help pupils work towards overcoming any difficulties; Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
The Head of School	They are responsible for: The day to day management of all aspects of the school, including the provision made for pupils with SEND.
SEN Member of the Academy Council	They are responsible for: Supporting the school to evaluate and improve the quality and impact of provision for pupils with SEN across the school.

Assessment, Planning and Review:

How can I find out about how well my child is doing?

Ongoing monitoring is carried out by class teachers / Inclusion Managers / Heads of Schools to identify pupils who are not making adequate progress.

Following further assessments, and after discussions with key staff and parents, additional support may be put into place to help work towards overcoming any difficulties.

This additional support is documented by the school. In consultation with the class teacher, Inclusion Manager and parents, short term targets, based on the desired outcomes for the child, are agreed which prioritise key areas of learning. Where external agencies are involved, their advice and recommendations are included in this planning. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases, and for pupils who already have Statements of Needs (EHCPs), teaching assistant support may be allocated. The level of support will reflect the complexity and severity of needs. There will be an expectation that pupils should develop independent learning skills, as far as possible, and not become reliant on adult supervision.

Formal review meetings are held at least termly. Parents, relevant external agencies and pupils are invited to this review. If the pupil is unable to attend their views should be presented whenever possible. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child needs require further support to secure the best possible outcomes for them across education, health and social care, an Education Health and Care (EHC) Needs Assessment will be requested from the LA. Further details about this process can be found in the Croydon's Local Offer (published on their website) and will be explained by the Inclusion Manager. A link to Croydon's Local Offer can be found on the home page of the Trust's website.

Tests and examinations: Access arrangement

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or use of a scribe. The Inclusion Manager will inform you about eligibility and applications for these arrangements.

Curriculum and Teaching Methods (including groupings and interventions):

How will teaching be adapted to meet the needs of my child?

At The Pegasus Academy Trust your child is supported by Quality First Teaching (QFT) and our teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account the needs and requirements of individual pupils. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly, with opportunities for both ability and mixed setting, to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills.

In addition to planned differentiation in the classroom, interventions can be used to help overcome a range of difficulties. These include:	
Intervention	What Is It?
Language: Partners in Talking / Chatterbox /Oracy	Speech and language therapy which is delivered to small groups of children on a weekly basis. This therapy is overseen by the School Speech and Language Therapist and informed by the children's care plans
Reading Project	Daily one-to-one reading / questioning
High Frequency Word (HFW) Spelling Project	Daily one-to-one HFW reading /spelling
Writing Intervention	Teacher intervention delivered in small groups to support and extend children's writing
Fischer Family Trust (FFT)	Key Stage 1 one-to-one reading and writing intervention
Number Project	Daily one-to-one focused target work to support basic numeracy skills
Numeracy Intervention	Teacher intervention, delivered in small groups, to support and extend children's numeracy skills /understanding
Learning Mentor	Trained adult supporting individuals /groups socially, emotionally and behaviourally (including bullying) and running lunch time support groups
Family Support Worker	Trained adult supporting families and signposting for external agency support

<u>Access:</u>
What arrangements are made to enable my child to benefit from, and take advantage of, the full school curriculum and extra curriculum activities?
<p>We have an accessibility plan in place to ensure that pupils with SEN and Disability can take part in all aspects of school life and that school buildings and outdoor spaces are appropriately adapted. The Trust's accessibility plan is updated annually and can be viewed on the Trust website. Access arrangements currently include:</p> <p>Wheel chair access; Disabled toilet facilities.</p> <p>Depending on the needs of the child, an individualised access and/or medical care plan will be put into place in line with the medical needs policy which can be found on the website.</p>

<u>Staffing Expertise:</u>
How skilled are staff in meeting the needs of my child?
<p>An ongoing programme of training is in place to ensure that all teaching staff have appropriate skills and knowledge to support provision for children with SEND. Recent training has covered understanding and meeting the needs of children diagnosed with Autism and ADHD, differentiating the curriculum, phonics teaching and behaviour management. In addition, specialist teaching assistants have been trained by the Speech and Language Therapist.</p> <p>Our Inclusion Managers actively engage in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policies to support pupils with SEND. The Trust also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.</p>

<u>External Partnerships:</u>	
What support from outside does the school use to help my child?	
The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:	
Educational Psychology Service Our attached Educational Psychologists (EP) are: Alison Bell – Ecclesbourne and Whitehorse Alison Whyman – Beulah Infants	The Educational Psychology Service: Assess children; Give advice when there is a problem; Talk to parents, teachers and children; Support the school to plan for the future to meet a pupil's needs.
Primary Behaviour Support Team Our attached Primary Behaviour Support Team members are: Angela D'Souza – Whitehorse Wendy Clarke – Ecclesbourne Judy Turner – Beulah Infants	The Primary Behaviour Support Team: Assess children's needs; Identify strategies to support behaviour; Work alongside the teacher to implement and evaluate strategies/support; Support the school to plan for the future to meet a pupil's needs.
Speech and Language Therapy (SALT) Ruth Wheeler – Beulah Infants, Ecclesbourne, Whitehorse Cassie Foskett – Beulah Infants Nursery, Ecclesbourne (EYFS), Whitehorse (EYFS)	The Speech and Language Therapist: Assesses children; Gives advice when there is a problem; Talks to parents, teachers and children; Supports the school to plan for the future to meet a pupil's needs; Trains staff to deliver therapy; Oversees Partners in Talking / Oracy.
Communication Support Service Visual Impairment & Hearing Impairment Services	The Communication Support Service: Assess function of hearing/vision; Inform staff about the nature and degree of pupil's impairment and the problems that may arise; Discuss the management of the pupil in the classroom and around the school; Advise on how to adapt materials and equipment to enable the pupil to access the curriculum; Advise on special skills training (e.g. mobility and signing) and equipment.
Croydon SEND Team	The Croydon SEND Team: Liaise with the school and panel to assess requests for EHCPs Monitor annual reviews; Support parents with school placements / transitions.
Croydon Literacy Centre	The Croydon Literacy Centre: Delivers specialist teaching provision to support children with severe literacy difficulties.
CAMHS (Child and Adolescent Mental Health Service)	Croydon Child and Adolescent Mental Health Service: Provides a comprehensive multidisciplinary service offering assessment, treatment, advice, training and consultation.
Virtual School for children who are 'looked after'	The Virtual School for children who are 'looked after': Oversees and monitors provision for children who are in the care of the Local Authority.

Family Lives Parent Partnership Service	The Parent Partnership Service (a registered charity): Provides independent information and advice and guidance for parents / carers of children and young people with SEN.
National Autistic Society	The National Autistic Society (a registered charity): Supports adults / children with autism; Offers information and support; Provides seminars for parents and staff; Runs clubs and activities for families.

<p>Transition:</p> <p>How will the school help my child to move to a new class / year group or to a different school?</p> <p>Children and young people with SEN can become particularly anxious about 'moving on' so we seek to support successful transition:</p> <p>Wherever possible, the young person will be involved in planning and understanding their transition. This may be supported by social stories and visits to the new setting/class.</p> <p>When moving to another school: The new school's SENCO / Inclusion Manager will be contacted and information shared about special arrangements and support that has been provided to help your child achieve their learning goals in their current provision; All records are passed on, as soon as possible, in a way that ensures confidentiality.</p> <p>When moving classes /key stages in school An information sharing meeting will take place with the new teacher; Opportunities will be given to visit the new class / teacher.</p> <p>In Year 6 /7 Transition The SENCO / Inclusion Manager will attend a Primary to Secondary Transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact; In some cases, additional multi-agency meetings maybe necessary to create a more detailed 'transition plan'. This may include additional visits to or from the new school.</p>
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Further information about the Pegasus Academy Trust SEN provision can be found in the SEN Policy on the [Pegasus Academy Trust website](#).

Further information about support and services for pupils and their families can be found in: The Local Authority Local Offer on the [Croydon Education and Learning website](#).