



Meeting the needs of pupils with Special Educational Needs and Disabilities

1. What support to expect for your child:

- 1.1 The Pegasus Academy Trust (PAT) is committed to supporting all pupils, including those with Special Educational Needs and Disabilities (SEND), 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 SEND, 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.

2. Children and Families Act 2014

- 2.1 The Children and Families Act builds on the Government's commitment to work to improve services for vulnerable children and to support strong families. It aims to ensure that all children and young people can succeed, no matter what their background. The Act supports changes in the systems for adoption, children looked after, family justice and SEND.
- 2.2 The system for children and young people with SEND continues to provide services that support the best outcome for all. The Act extends the SEND 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.
- 2.3 The 3 main reforms are:
- a) 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;
 - b) Improving co-operation between all the services that children with SEND and their families access, particularly requiring local authorities and health authorities to work together;
 - c) Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with SEND and to publish a 'Local Offer' of support.

3. The local offer

- 3.1 Each local authority (LA) is required to inform children, young people and parents/carers about the provision available for children and young people with SEND. This will include a variety of services provided by the LA and how to access them.
- 3.2 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, has sought to answer the most frequently asked questions.
- 3.3 More information about Croydon's Local Offer can be found by following this [link](#):

4. Information and guidance:	
4.1 How do staff in The Pegasus Academy Trust know if children need extra help?	
Parents/carers	<p>a) Speak to the teacher about any concerns they may have and share information;</p> <p>b) Inform the school that their child has specific medical or physical needs that require support.</p>
Teachers	<p>a) Identify if a child is not making good progress;</p> <p>b) Identify a significant change in a child's behaviour and/or learning.</p>
4.2 Who should I contact to discuss the concerns or needs of my child?	
Class teacher	<p>He/she is responsible for:</p> <p>a) Adapting and refining the curriculum to respond to the strengths and needs of all pupils;</p> <p>b) Checking on the progress of your child and identifying, planning and delivering any additional support required to aid progress;</p> <p>c) Contributing to devising a SEND support plan in the form of a Pupil Passport (PP) to prioritise and focus on the next steps required for your child to improve learning;</p> <p>d) Applying the Trust's SEND policy.</p>
<p>Special Educational Needs Coordinator (SENCO) or the Inclusion Manager</p> <p><i>(Contact details can be found on the Pegasus Academy Trust website)</i></p>	<p>a) 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:</p> <ul style="list-style-type: none"> • Whitehorse Manor Schools – Emma Chang and Angela Milner • Ecclesbourne Primary – Michelle Weston • Cypress Primary – Suelaka Ebrahim and Debbie Butler • Beulah Infants – Heather Allen • Atwood Primary – Hannah Townsend <p>They are responsible for:</p> <p>a) Co-ordinating provision for children with SEND and developing the school's SEND policy;</p> <p>b) Ensuring that parents are:</p> <ol style="list-style-type: none"> i. Involved in supporting their child's learning and their access to services; ii. Kept informed about the range and level of support offered to their child; iii. Included in assessing, planning and reviewing how a child is doing; iv. Consulted about planning successful movement (transition) to a new class or school. <p>c) Liaising with a range of agencies outside school who can offer advice and support to help pupils work towards overcoming any difficulties;</p> <p>d) Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</p>
The Head of School	<p>They are responsible for:</p> <p>a) The day-to-day management of all aspects of the school, including the provision made for pupils with SEND.</p>
SEND Member of	<p>They are responsible for:</p>

the Academy Council	a) Supporting the school to evaluate and improve the quality and impact of provision for pupils with SEND across the school.
5. Assessment, planning and review:	
5.1 How can I find out about how well my child is doing?	
<p>a) Ongoing monitoring is carried out by class teachers / Year Group Leaders / Inclusion Managers / Heads of Schools to identify pupils who are not making adequate progress.</p> <p>b) 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. Any child requiring support or additional interventions which are different from or additional to those provided as part of the school's usual working will be provided with a Pupil Passport (PP). A PP aims to provide a complete picture of that pupil including their strengths, the support they receive (both from internal and external sources) and targets which reflect the advice offered by professionals.</p> <p>c) This additional support is documented by the school. In consultation with the class teacher, Inclusion Manager and parents, short term targets as part of the PP, 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. Any child who has a PP in place will be added to the school's SEND Register; they will be removed when the additional support is no longer required.</p> <p>d) In some cases, and for pupils who already have an Education Health and Care Plan (EHCP), 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 rather than becoming reliant on adult supervision.</p> <p>e) Review meetings are held at least termly via parents' evenings, pupil passport review meetings or other arranged meetings between the Inclusion Manager, teacher and parents/carers. Parents/carers, pupils and, sometimes, relevant external agencies are invited to these reviews. When a pupil has an EHCP, a formal annual review is also undertaken to which relevant external agencies are also invited. The pupil's views are always presented whenever possible. Reviews consider the impact of any support and intervention, along with the progress towards targets set. Support arrangements and targets are updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings are formally recorded.</p> <p>f) When the advice of an external agency is sought, the parents are included in the initial assessment process which normally involves a meeting between a parent/carer and the professional. After the child has been assessed, feedback is usually provided in the form of a written report and/or a follow up meeting. The child's views are always considered either through a direct observation or a discussion, dependant on age and ability.</p> <p>g) If your child requires further support to ensure 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. Your Inclusion Manager will explain this process and further details can be found in Croydon's Local Offer (published on their website). A link to Croydon's Local Offer can also be found on the home page of the Trust's website.</p> <p>h) Tests and examinations: Access arrangements. For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of tests, including national tests such as the Key Stage 2 SATs. This might include additional time, rest breaks or use of a scribe. Your Inclusion Manager will inform you about eligibility and applications for these arrangements where necessary.</p>	

6. Curriculum and teaching methods (including groupings and interventions):	
6.1 How will teaching be adapted to meet the needs of my child?	
In addition to adaptive teaching in the classroom, interventions can be used to help overcome a range of difficulties. Examples include, but are not limited to:	
Intervention	What is it?
Love to Communicate Speech and Language	PAT commissions a private speech and language therapist and speech and language assistant weekly to support children's speech and language skills in each school. Children will be screened and assessed by the speech and language therapist. Children may receive direct or indirect therapy and are reviewed termly.
Language: Partners in Communication (PIC) Chatterbox	Speech and language therapy which is delivered to small groups of children on a weekly basis. This therapy is run by a TA but overseen by the school Speech and Language Therapist (SALT) and informed by the children's care plans. Children younger than 5 years old may be directed to 'Chatterbox' sessions run by speech and language therapists at centres across the borough.
Phonics	Small group or 1:1 additional phonics to support reading and writing following Little Wandle Letters and Sounds.
Handwriting project	Development of fine motor skills through regular handwriting practice and fine motor activities.
High Frequency Word (HFW) Spelling Project Precision Teaching	Daily 1:1 HFW reading /spelling.
Writing Intervention	Teacher intervention delivered in small groups to support and extend children's writing.
1:1 Reading Fischer Family Trust (FFT)	Key Stage 1 1:1 reading and writing intervention. Daily 1:1 reading / questioning with a class TA.
Reading practice sessions	Small group reading practice sessions following Little Wandle Letters and Sounds.
Maths Intervention	Teacher intervention, delivered in small groups, to support and extend children's numeracy skills /understanding.
Learning Mentor/ ELSA	Trained adult supporting individuals/groups socially, emotionally and behaviourally (including bullying and emotionally-based school non-attendance) and running support groups during lunchtimes.
Family Support Worker	Trained adult supporting families and signposting for external agency support.
EAL support	Activities focused on developing children's understanding of the English language including grammar, reading and writing.
Lunchtime club	Access to a club during lunch times to develop social and play skills in a more structured environment.
ICT-based Intervention Programmes	Mathletics – quick recall of number facts Times Tables Rock Stars (TTRS) – quick recall of multiplication facts

7. Access:**7.1 What arrangements are made to enable my child to benefit from, and take advantage of, the full school curriculum and extra curriculum activities?**

We have an [accessibility plan](#) in place to ensure that pupils with SEND can take part in all aspects of school life and that school buildings and outdoor spaces are appropriately adapted. Access arrangements currently include:

- a) Wheelchair access;
- b) Disabled toilet facilities.

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 also be found on the website.

8. Staffing expertise:**8.1 How skilled are staff in meeting the needs of my child?**

- a) 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.
- b) Ongoing training has covered understanding and meeting the needs of children diagnosed with autism and ADHD, adaptive teaching phonics teaching, behaviour management and supporting children's overall wellbeing. In addition, specialist teaching assistants have been trained by the Speech and Language Therapist and teaching assistants receive training relevant to the needs of the pupils they support. Children who present with features of emotionally-based school non-attendance (EBSNA) are supported in a way that best suits the child and family's specific needs on a bespoke basis.
- c) Our Inclusion Managers actively engage in a range of opportunities to share best practice and keep up to date with current local and national initiatives and policies to support pupils with SEND.
- d) The Trust also seeks advice and guidance from local specialist schools to review, evaluate and develop provision for pupils who have the most complex needs.

9. External partnerships:**9.1 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, but are not limited to:

Educational Psychology Service

Our attached Educational Psychologists (EP) are:

Rachael Di-Lallo – Whitehorse Manor
Jo Blanchard – Ecclesbourne
Jo Blanchard – Beulah Infants
Anne Moore – Cypress
Jill Lawton – Atwood

The Educational Psychology Service:

- a) Assesses children;
- b) Gives advice when there is a problem;
- c) Talks to parents, teachers and children;
- d) Supports the school to plan for the future to meet a pupil's needs.

Speech and Language Therapy Service (SALT)

Delivering SALT provision specified in Section F of children's EHCPs.

Sarah Bourne, National Manager at Better Days

The Speech and Language Therapist:

- a) Assesses children;
- b) Gives advice when there is a problem;
- c) Talks to parents, teachers and children;
- d) Supports the school to plan for the future to meet a pupil's needs;
- e) Trains staff to deliver therapy;
- f) Oversees 'Partners in Communication'

<p>Mental Health Support Team</p> <p>Provided by Off the Record</p>	<p>The Emotional Wellbeing Practitioner and or Counsellor:</p> <ul style="list-style-type: none"> a) Advises on how to support the wellbeing of children at a time when there are lots of physical, emotional and social changes; b) Provides additional support to children and their families through 1:1 sessions and workshops.
<p>Croydon Sensory Support Service</p> <p>Visual Impairment & Hearing Impairment Services</p>	<p>Croydon Sensory Support Service</p> <ul style="list-style-type: none"> a) Assesses function of hearing/vision; b) Informs staff about the nature and degree of pupil's impairment and the problems that may arise; c) Discusses the management of the pupil in the classroom and around the school; d) Advises on how to adapt materials and equipment to enable the pupil to access the curriculum; e) Advises on special skills training (e.g. mobility and signing) and equipment.
<p>Croydon SEND Team</p> <p>Mel Farris SEND Lead- Early Intervention and Improvement (0-25)</p>	<p>The Croydon SEND Team:</p> <ul style="list-style-type: none"> a) Liaises with the school and panel to assess requests for EHCPs; b) Monitors annual reviews; c) Supports parents with school placements / transitions.
<p>CAMHS (Child and Adolescent Mental Health Service)</p>	<p>Croydon Child and Adolescent Mental Health Service:</p> <ul style="list-style-type: none"> a) Provides a service offering assessment, treatment, advice, training and consultation.
<p>Virtual School for children who are 'looked after'</p>	<p>The Virtual School for children who are 'looked after':</p> <ul style="list-style-type: none"> a) Oversees and monitors provision for children who are in the care of the Local Authority.
<p>Parent In Partnership SENDias</p>	<p>These services:</p> <ul style="list-style-type: none"> a) Provide independent information and advice and guidance for parents / carers of children and young people with SEND.
<p>National Autistic Society</p>	<p>The National Autistic Society (a registered charity):</p> <ul style="list-style-type: none"> a) Supports adults / children with autism; b) Offers information and support; c) Provides seminars for parents and staff; d) Runs clubs and activities for families.

10. Transition:

10.1 How will the school help my child to move to a new class / year group or to a different school?

- a) Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition.
- b) 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. The transition will be well planned in consultation with the parents and child.
- c) **When moving to another school:**
 - i. 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;
 - ii. All records are passed on as soon as possible and in a way that ensures confidentiality.
- d) **When moving classes /key stages in school**
 - i. An information-sharing meeting will take place with the new teacher;
 - ii. Opportunities will be given to visit the new class / teacher.
- e) **In Year 6 /7 Transition**
 - i. The SENCO / Inclusion Manager will attend a primary-to-secondary transition meeting to discuss the specific needs of your child with the secondary SENCO and the nature and level of support which has had the most impact;
 - ii. In some cases, additional multi-agency meetings may be necessary to create a more detailed 'transition plan'. This may include additional visits to or from the new school.

Further information about the Pegasus Academy Trust SEND provision can be found in the SEND 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](#).

11. Revision history

Policy update	Brief description of changes made
V13 March 2026	<ul style="list-style-type: none"> • Updated hyperlinks; • Changed terminology. 'Differentiation' has become 'adaptive teaching'

V13. See section 11 (version history) for description of latest updates