



Pegasus Primary School
A NINESTILES ACADEMY

Special Educational Needs and Disabilities Information Report

1. What kinds of Special Educational Needs and Disabilities does the school make provision for? What type of provision does the school make and how do they know it works?

At Pegasus Primary School we make provision for all pupils through high-quality teaching. Some children find aspects of learning challenging and we make sure that we provide the correct support for these pupils through differentiated work that is tailored to their needs. This means that all pupils receive the right level of learning with the right amount of challenge. This can include changes to the physical environment, changes to teaching styles as well as levels of adult support. We work in line with the SEND Code of Practice: 0-25 (September 2014)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

2. Does the school have a Special Educational Needs and Disabilities co-ordinator?

At Pegasus Primary the teacher who coordinates Special Educational Needs and Disabilities support and provision is: **Emma Morris**

She is part of the wider Inclusion team who work together to ensure that all pupils needs are identified and catered for.

If you wish to contact or meet with Emma Morris –then please ring or talk to the office staff on 0121 464 4293 and they will make an appointment for you.

3. What are the different types of special educational needs that the school supports?

Set out below are the main areas of need that affect a child's ability to learn and how the school supports pupils identified as needing additional support.

Cognition and Learning	Communication and Interaction
<p>Children who find learning, thinking and understanding more challenging than most other pupils.</p> <p>Some children might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take longer to learn important skills <input type="checkbox"/> Find it difficult to remember things such as the important words for reading and times tables <input type="checkbox"/> Find it hard to understand how to use letter sounds to read and spell words <input type="checkbox"/> May need more time to think about their answers <input type="checkbox"/> Need questions or instructions given to them in a simple form <input type="checkbox"/> Need to see (visualise) what they are learning about <input type="checkbox"/> Need additional resources to help them learn 	<p>Children who find it difficult when interacting and communicating with other people and managing change.</p> <p>Some pupils might find it difficult:</p> <ul style="list-style-type: none"> • Talking to their peers and adults especially when in a group • Talking about a topic they haven't chosen to talk about • Making friends or keeping friends for a long time • Following rules made by someone else • Dealing with changes in the way they usually do things • Dealing with noises, smells or other sensations around them • Saying the things they are thinking or feeling • Understand what other people mean when they are talking

Social, Emotional or Mental Health Difficulties	Sensory or Physical Needs
<p>Children who find it difficult to manage their emotions and behaviour.</p> <p>Children may find it a challenge to:</p> <ul style="list-style-type: none"> • Follow rules set by others • Sit still for very long • Share and take turns as they get older • Listen to others and follow instructions or directions • Understand how they are feeling • Voice how they are feeling • Make friends and sustain friendships • Deal with their difficulties in a way that does not cause harm to themselves or others • Take responsibility for the things they do 	<p>Children who have a disability that may make it difficult for them to manage their everyday life without support or adaptations to the environment. This may be because of hearing or visual difficulties, physical disabilities or other medical needs.</p> <p>Children may find it a challenge:</p> <ul style="list-style-type: none"> • Hearing what others in the classroom or school setting are saying • Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them • Moving around without the aid of a walking aid or wheelchair • Using pencils, scissors, knives and forks and other things that we need to use without changes or support • Taking medication without adults helping them • Managing their own care or personal needs

4. How does the school identify and assess Special Educational Needs and Disabilities?

In school we use a variety of different ways to assess whether a child has special educational needs or disabilities. Some of these ways include:

- ☐ Observations☐
- ☐ School based test results☐
- ☐ Information from parents and carers☐
- Information from the child☐
 - Specialised assessments carried out by members of the school’s support services☐
 - ☐ Information from previous schools or settings☐
 - ☐ Results from end of key stage assessments☐
 - ☐ Discussions with adults who work with the child☐
- Diagnosis of a learning, medical or physical condition by specialists☐

When children have been observed or assessed as having an additional need which is affecting their learning and social or emotional development, the school identifies what level of support they need to provide. The child's needs will be assessed; support will be planned and carried out and then reviewed. The Special Educational Coordinator is a lead practitioner who supports the school in identifying and supporting children with additional needs. They will advise and support teaching staff to help them:

- Change or adapt what or how they are teaching and supporting the child so that they the child can learn successfully alongside the rest of the class
- Plan for extra support for the child or young person by an additional practitioner for a short time during the day to support them learn skills
- Plan group activities in which an additional practitioner can help the child or young person learn the things they are finding difficult
- Set Individual targets to help show what the child or young person needs to learn and how they will be supported
- **Discuss the learning need with a child's parents at the earliest opportunity so that they are informed and fully involved in the decisions taken to support the child. If, with this support, pupils continue to have difficulties and not make the expected progress then additional support and advice may be required:**
- Further assessment and observation by specialist staff who can provide guidance, resources and support
- Programmes of carefully planned and monitored support which help the child to manage or overcome the learning difficulty
- **Regular contact with parents or carers to keep them fully informed and involved with decisions taken to support the child**
- Use of resources which help the child or young person understand to learn more effectively
- Assessment and observation by educational psychologists or medical practitioners who can diagnose a specific learning need or physical condition which is affecting the learning and well-being of the child
- Support from outreach services such as the hearing or visual impairment or physical disability teams • Specialist equipment
- Adaptations to the school environment where possible

The following agencies are used by the school

Agency or Service	Who they work with	How school can get in touch with them
Behaviour Support Service (BSS)	Children with emotional, social or mental health difficulties that impacts on their behaviour in school	School have an allocated worker who they will contact after a parent or carer signs a referral form
Communication and Autism Team (CAT)	Children who are being assessed for or already have a diagnosis of Autism or communication difficulties. They will also provide support for families of children with these difficulties	School have an allocated worker who they will contact after a parent or carer signs a referral form
Educational Psychology Service (EPS)	Children with complex needs. An Educational Psychologist will always be involved with a child who is referred for an Education, Health and Care Plan.	School have an allocated worker who they will contact after a parent or carer signs a referral form
Physical Disability Service (PDS)	Children with physical difficulties which impact on their access in the school setting.	School have an allocated worker who they will contact after a parent or carer signs a referral form
Pupil and School Support (PSS)	Children who are working below the levels expected for their age. A Pupil and School Support Teacher will also work with staff in schools offering support, advice and training.	Pupil and School Support teachers regularly visit schools. School will let parents or carers know if they need to work with the child or young person

Sensory Support Service (SSS)	Children who have particular sensory needs such as visual or hearing difficulties who need access to additional equipment/support	Pupils are usually referred following a medical diagnosis; however school can phone them for further support and general advice.
Speech and Language Therapy Service (SALT)	Children with a high level speech and language difficulties.	At Pegasus we have a speech and Language Therapist who works on site one day a week during term time. Referrals will be made to the Speech and Language clinic for pupils requiring intense support. The family doctor can also complete this form.
Occupational Therapy	Children with physical difficulties that require regular exercise.	School, specialist teacher or the family doctor makes a referral for support
School Nurse	Children with medical needs- particularly where medication is needed.	All schools are allocated a named School Nurse and Health Visitor who will visit the school when required.

5. How does the school financially support pupils with Special Educational needs or disabilities who may need specialist resources, support or provision?

The school receives funding from the government to support all pupils. This funding is used to purchase equipment, resources and teaching support that will best support the pupils to achieve and access a broad and balanced curriculum. Sometimes adaptations to the physical environment are also required to enable children to fully access facilities and learning opportunities.

6. How does the school know how much progress is being made by pupils with Special Educational Needs?

- All children’s progress, including those children or young people with Special Educational Needs, is tracked using the school’s assessment tracking system □

- ❑ **Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests**❑
- ❑ **Observations are made of the learning environment and we ensure that the child has full access to a broad and varied curriculum and extra curricula opportunities.**❑

In addition for pupils with Special Educational Needs, we use the **Birmingham Language and Literacy and Maths toolkits** which support assessment when a child is making small steps of progress. These provide us with a set of individual targets that are reviewed at least three times a year with school staff and parents. This helps the school to monitor how well interventions are working. Each child receives a Pupil Profile that outlines the targets to be met, how the child likes to learn, what difficulties they have and what adults who support them need to know. The progress each child is making is discussed at pupil progress meetings with the class teachers, support staff, senior leaders and the SENCo.

7. How are parents of children and young people with Special Educational Needs involved in the education of their child?

Pegasus Primary School has an open door policy for parents, ensuring that practitioners are always approachable and available. We want all parents to be involved in the education of their child. Children learn best if there is a strong partnership between home and school.

In addition our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- ❑ Regular meetings with SENCo, class teacher and support staff❑
- ❑ Target setting so parents can see what their child is working on next❑
- ❑ Home/school books to inform parents of important information❑
- ❑ Regular curriculum letter to inform parents of what will be going on during the term❑
- ❑ Homework diaries and supporting children with any homework given❑
- ❑ Home reading logs. Listening to your child read regularly.❑
- ❑ Information on the school website❑

Attending parent consultations and all other appointments made by the school with health services

INSPIRE workshops

Parent drop-ins/coffee mornings

Signposting to parent groups

• Parents' views on Pupil Profile/Annual Review documents

8. How are pupils with Special Educational Needs involved in their own education?

We aim to involve all children in our school in the evaluations and implementation of their own education. For children with Special Educational Needs we use a variety of strategies to support this including:

Person Centred Reviews Child to which the child attends and participates if appropriate

Involving child or young person in setting their own targets

Pupil Record of Support which records support and interventions and includes the Profile and targets

Self-assessment at the beginning and end of learning

Having a range of equipment available for the child to choose to use

Ensuring the child works with a range of different partners

Ensuring the child has a designated adult to go to if they need help

Pupil Profiles

Medical alert cards

Communication cards

Visual timetables

Prompt cards to promote

independence

Personalised work stations as appropriate

9. What professional development and regular training do the practitioners in school have in relation to pupils with Special Educational Needs?

In our school we believe that all staff should be involved in supporting pupils with special educational needs and so we make sure they have regular training to help them do this. This may involve:

- ☐ Workshops for all staff on an area of educational theory or practice delivered by specialist teachers or professionals☐
- ☐ Individual training courses or conferences on a particular subject or aspect of educational practice such as:☐
 - ✦ ASD
 - ✦ Hearing Impairment/Visual Impairment ✦ ADHD
 - ✦ Social use of Language
 - ✦ Epi-pen Training-allergic reactions
 - ✦ Epilepsy
- ☐ Observing practice of particular strategies or interventions at another setting or by a specialist teacher☐

10. How does the Academy Council ensure that the school is meeting the needs of pupils with Special Educational Needs, including support for their families?

At Pegasus Primary School we have a member of the Academy Council who is responsible for special educational needs. Their job is to meet with the SENCO regularly. In these meetings the SEN governor make sure that children, young people and families are being supported by the right services from in and outside of school. The SEN Governor will also visit the school, observe what happens in classrooms and meet with class teachers, support staff and children. In addition, the SENCo compiles a report for the Academy Council three times a year. The SEN Academy Councillor shares this report at the Academy Council meeting so that all Councillors are aware of how special educational needs are being supported in the school and how well this support is working. It is the role of Academy Councillors to challenge, support and advise the head teacher if appropriate provision isn't being made.

11. If a parent of a child with Special Educational Needs has a concern about the school's provision, how does the school deal with the concern?

The class teacher, Phase Leader and the SENCo is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

If you feel that this has not provided you with enough information and you have further concerns then you can ask to speak to a senior leader or write to the Academy Council (details available from the school office).

Our school and Academy Council take concerns seriously and will act upon these on an individual basis.

12. What extra-curricular activities can a pupil with Special Educational Needs access at school?

All children have access to our extra-curricular activities (*see link on website*). Where appropriate and possible, adjustments will be made to ensure all children and young people with special educational needs are fully included in these activities.

In addition our school provides additional extra-curricular activities for children and young people with special educational needs when needed. These may include lunchtime clubs, social interaction groups, homework clubs and a range of seasonal out of school activities.

All pupils have the opportunity to participate in out of school activities, sporting events, educational visits and residential. School staff will consider the needs, care, risks and access arrangements for all pupils to try to enable all children whatever their need to participate.

13. How do the school support pupils with Special Educational Needs through transition?

We aim to make times of transition as easy as possible for the children and young people in our school.

When a child with SEN starts at Pegasus, the practitioners:

- Meet with the child and their parents /carers to talk about their needs and answer any questions about our school□
- Meet with staff at the child's previous school or setting if possible or appropriate□

- ☐ Provide the child with a transition book that has photographs of the key staff and areas around school☐
- ☐ Read reports from people who have worked with the child or young person☐
- ☐ Arrange visits to our school so that the child sees the school and meets staff before they start☐
- ☐ Give any adults working with the child a profile or report describing the things that help to support them in school☐

When a child with SEN is moving into a new class:

- ☐ The child is introduced to their new teacher individually☐
- ☐ A familiar adult accompanies them to their new classroom for a visit☐
- ☐ The child is provided with an updated transition book that has photographs of the key staff and areas around school to look at during the school holidays☐
- ☐ Staff arrange a meeting with new teachers, the child and their family so we can answer any questions they may have about the new year group☐
- ☐ Give any adults working with the child the one page profile describing the things that help to support them in school☐

When a child with SEN is moving to a new school we:

- ☐ Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school☐
- ☐ Arrange extra visits to the new school with a member of staff from our school if that is what the child or young person wants☐
- ☐ Talk to the child or young person and their family so we can answer any questions they may have about the new school☐
- Depending on a child's level of needs and support needs we may hold a person centred review and invite key staff from the new school, the child and the parents☐

14. Who are the support services that can help parents with pupils who have Special Educational Needs?

In Birmingham, parents and families can receive support from Special Education Needs Information, Advice and Support Services- **SENDIASS**, who will advise and support parents with children who have special educational needs.

Contact: sendiass@birmingham.gov.uk

Website: <http://www.birmingham.gov.uk/sendiass>

15. How can parents find the Birmingham Local Authority's local offer?

For more information on Birmingham Local Authority's Local Offer and the services they provide-please access:

Website: www.birmingham.gov.uk/localoffer

