



Pegasus Academy

SEND Information Report

Date of Report:

September 2020

Member of Staff Responsible:

SENCO

Review Date:

September 2021

DRAFT

Introduction

The Pegasus Academy is an inclusive mainstream academy that caters for a range of special educational needs (SEN).

1. What is Pegasus Academy's whole academy approach to inclusion?

At Pegasus Academy we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our Academy and we aim to respond to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the academy. We aim to create a learning environment which is flexible enough to meet the needs of all members of our community. All staff at Pegasus Academy have a responsibility to meet the individual needs of all young people. Furthermore, we believe that all our teachers are teachers of special educational needs. We aim to offer a broad, balanced and relevant curriculum to all learners, regardless of their needs.

2. How does Pegasus Academy define SEN?

At different times in their academy career, a child or young person may have a special educational need. The Code of Practice (2014) defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory academy age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distracts them from learning. At Pegasus Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene.

3. What kinds of SEN does Pegasus Academy make provision for?

Pegasus Academy caters for a wide range of special educational needs, which can be categorised into four broad areas:

- (a) Communication and Interaction** – including; speech, language and communication needs and ASD (Asperger’s Syndrome and Autism).
- (b) Cognition and Learning** – including; mild/moderate learning difficulties and specific learning difficulties (dyslexia, dyscalculia and dyspraxia).
- (c) Social, Emotional and Mental Health** - including; Attention Deficit and Hyperactivity Disorder (ADHD/ADD), Oppositional Defiance Disorder (ODD), Tourette syndrome, attachment disorder and a wide range of underlying mental health difficulties (anxiety, depression, self-harming, substance abuse and eating disorders).
- (d) Sensory, Physical and Medical** – including vision impairment, hearing impairment, physical disabilities and medical needs requiring a Health Care Plan.

Some learners have difficulties that fit clearly into one of these areas; some have needs that span two or more areas, for others the precise nature of their need may not be clear from the outset.

4. How does Pegasus Academy identify, assess and review SEN provision?

The additional provision for young people with SEN will be provided through a graduated response, providing a level of support which will enable the young person to make progress. The provision will be identified and arranged by the Special Educational Needs Coordinator (SENCO) but will be planned and delivered by teaching and support staff.

If a young person fails to make adequate progress, despite an appropriate level and type of support, the academy will consider further intervention and identify the young person as having SEN. This is known as a Graduated Response and this will increase or decrease according to the needs of each young person. A range of assessment information is used to inform identification. This includes:

- Primary liaison information
- Parent/carer information
- Reading tests
- GL assessments
- Subject assessments
- Key Stage Two data
- External agencies
- Behavioural checklists/assessments
- Class teachers/support staff referrals

If a child needs further assessment we are able to use a range depending on the area of need. All tests will be reported and forwarded to parents/carers. All learners with SEN are on the SEN register which is accessible to all staff. Staff use this information to inform their planning to deliver Quality First Teaching, differentiated for all learners.

5. What kind of provision does Pegasus Academy offer?

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal curriculum. This may include:

- A differentiated curriculum structure
- Provision of specialist or adapted learning resources
- In-class support to facilitate curriculum access
- Literacy and numeracy catch-up sessions
- Additional regular individual or small group support
- Access to specialist/professional support from outside agencies

This additional provision will be provided through a graduated response, providing levels of support which will enable the young person to achieve adequate progress. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which describes the interventions and actions that we undertake at Pegasus Academy to support learners with SEN. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

Young people who have severe levels of physical, learning, communication or emotional difficulty, that is lifelong and complex, may need to be considered for Statutory Assessment and an Education and Health Care Plan (EHCP).

6. How does Pegasus Academy monitor and evaluate provision?

All teachers are teachers of special needs and have a responsibility for developing strategies and identifying appropriate methods of support that will facilitate access to the curriculum. All staff are expected to record learner progress and review individual attainment. Progress data is regularly reviewed at a department and Leadership Team level as part of the Academy's review cycle. Impact data is shared several times throughout the year with parents/carers of young people with SEN. The academy uses a provision map to track all interventions/provisions in place for learners with SEN, this is regularly updated and the impact data used to inform the next steps.

In addition to this, at parent's evenings held once a year, there is an opportunity to discuss progress, attainment and next steps. Parents of learners with a EHCP, will be invited into the academy to attend their child's annual review and discuss the current provision in place to support their child.

7. How will the academy work with outside agencies?

In order to maintain a high standard of support and ensure that young people's needs are effectively met, the academy liaises with many agencies and support services. These include:

- Learning Support Services (LSS)
- Educational Psychology Service (EPS)
- Dudley SEN Team
- Physical Impairment and Medical Inclusion Service (PIMIS)
- Speech and Language Therapists (SALT)
- Occupational Health Services
- Physiotherapists
- Child and Adolescence Mental Health Service (CAMHS)
- Looked After Children Education Services (LACES)
- Counselling Service

8. How does the academy support transition between Key Stages?

We strive to make sure our new learners feel like they belong at Pegasus Academy before they officially arrive. Learning is most effective when learners feel they belong and are comfortable in the academy environment.

Key Stage 2 to 3 (year 6 to year 7)

- All learners in year 6 who have accepted a place at Pegasus Academy for year 7 are invited to an induction day in July. This day provides a taste of secondary academy life, experience of lessons, information about how the academy runs and provides an opportunity for learners to meet their new classmates.
- Identified learners are invited for additional sessions at the academy during the Summer Term, as determined by the learner's needs, including a Bonus Induction day organised by the SENCO
- Parents/carers are invited to a Year 6 Parents' Evening to meet key members of the pastoral team and to receive information about the organisation of the academy.
- The SENCO visits feeder primary schools to meet learners, and to gather information from year 6 teachers and support staff.
- Teachers at Pegasus Academy are provided with information about all new learners' needs, strengths and background before the end of year 6.
- Learners who are identified from primary academy as needing additional support to settle into secondary life and/or working below level 4 in literacy and numeracy may be selected to be part of a nurture group. This focuses on literacy, numeracy and social skills, and the group continues to run throughout the Key Stage 3.

Key Stage 3 to 4 (year 9 to year 10)

- Special consideration is made to ensure that all learners with SEN follow a GCSE curriculum that is appropriate to their needs.

- Key Stage 4 learners choose from a range of GCSE and vocational courses, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Learners and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.
- Where necessary Access Arrangements are applied for, to ensure that learners with SEN have the best possible opportunity to succeed in their examinations. This can include; a reader, scribe, extra time and alternative space.

Key Stage 4 to 5 (year 11 to year 12)

- The academy arranges visits to open days and further education fairs for all learners. Support with finding and applying for apprenticeships is also available.
- Learners with an SEN are supported to complete their post-16 choices through 1-to-1 careers advice through Connexions. Where necessary a moving forward plan will be created to ensure the needs of learners with SEN are highlighted to post-16 providers to make sure the appropriate provision is put into place.

9. Who can I contact for further information or to make a complaint?

In the first instance please contact the **SENCO – Miss Anslow** to discuss your child's needs or any concerns you may have.

The academy also has an **SEN Governor – TBC**, who should be contacted via the Principal Mr Landers if needed.

Useful links

Dudley Local Offer - <https://fis.dudley.gov.uk/localoffer/>

Dudley SEN team – Westox House, 1 Trinity Road, Dudley. DY1 1JQ. Tel- 01384 841214

Dudley SENDIASS (formerly Dudley Parent Partnership) – who provides impartial information, advice and support to young people and parents/carers with SEN. 01384 236677