SGS PEGASUS SCHOOL

SGS Pegasus school
NEWSLETTER
Fortnightly Update

Volume #9

WELCOME TERM 3 06/02/2025

Attendance data this year: 85.6%

Attendance this week: 83.3%

School attendance target: 94%

From the Headteacher

DEAR PEGASUS FAMILIES

I hope you are all keeping well as we move through another busy and exciting fortnight at SGS Pegasus.

The children have been engaging beautifully with their learning, and we continue to be so proud of the progress they make each day in their own unique ways.

Below are a few important updates and some supportive guidance that I hope you find helpful.

A community inspiring ambitious futures

SGS PEGASUS SCHOOL

When Children Are Unwell – Keeping Everyone Safe

As we move through the colder months, we are seeing more seasonal illnesses coughs, colds, fevers, and tummy bugs. We know how tricky it can be to juggle home, work and childcare, and we are always grateful for the care you take in keeping the school community safe.

A few reminders that help protect all of our children, staff and families:

If your child is unwell, please keep them at home.

Even if symptoms seem mild, they may still be infectious particularly in the first couple of days of an illness.

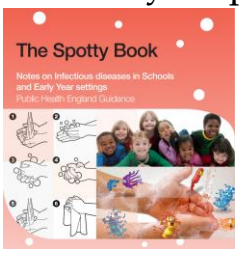
Paracetamol can mask symptoms, but it doesn't stop the illness itself.

If a child has required paracetamol in the morning to manage a fever, headache, body aches or similar symptoms, they are still unwell and still infectious. Sending them into school can unintentionally spread illness to peers, staff, and other families.

Please follow NHS guidance for common illnesses:

- **Fever:** Children should be fever-free for **24 hours without medication** before returning.
- **Sickness/diarrhoea:** Please keep children home for **48 hours after the last episode**.
- **Respiratory illness:** If your child feels too unwell to participate in school activities or has a high temperature, please keep them home until they feel better.

We know these decisions can be difficult, and we will always support you in doing what's safest for your child and the wider community.



Below is a link for the: NSH red sporty book:

Red Spotty Book_Infection Prevention and Control Guidelines for Schools (003)_1.pdf

Supporting Behavior That Challenges at Home

Many of our pupils experience times when behaviour becomes a way of communicating distress, overwhelm, or unmet needs. This can be exhausting for families, especially when it happens outside school hours.

Here are some supportive approaches that align with what we use in school:

1. Stay curious, not furious

Instead of focusing on "the behaviour," try wondering what might have triggered it:

- Are they tired, hungry, overstimulated, or unwell?
- Has something unexpected changed?
- Are they struggling to communicate a need?

Even if the cause isn't obvious, this mindset helps everyone stay calmer.

Supporting Behavior That Challenges at Home

2. Prioritise regulation over correction

When a child is dysregulated, they can't learn or reason. Try grounding strategies such as:

- Deep pressure (a firm hug *if* your child finds this regulating)
- A quiet, low-sensory space
- Slow breathing together
- Access to a preferred comfort item or activity

Calm first. Corrections and problem-solving later.

3. Reduce demands temporarily

If your child is overwhelmed, lowering demands even briefly can prevent escalation. This isn't "giving in"; it's recognising nervous system overload.

4. Narrate emotions simply

Use short, validating phrases:

- "You're having a hard moment. I'm here."
- "That was unexpected. It's OK to feel upset."
- "Let's get safe first."

This builds emotional understanding without adding pressure.

5. Celebrate small wins

Notice and praise moments of calm, connection, and effort no matter how small. This builds confidence and reinforces regulation skills over time.

If you ever need support, please reach out. We are always happy to talk through strategies personalised to your child.

A Special Visitor – Celebrating Our Ex-Student - Zac Lewis

Last week, we had the absolute pleasure of welcoming back a former pupil who joined us for work experience as a Teaching Assistant.

It was wonderful to see him again confident, mature, and keen to support our current pupils. Moments like these remind us what makes Pegasus such a special community. Seeing our young people return and give back to the school that once supported them is incredibly meaningful for staff and students alike.

He was a fantastic role model in the classroom, and our pupils responded brilliantly to him. We wish him every success as he continues on with his course at college.

EHCP Annual Reviews – Why They Matter

This term, we are deep into our EHCP annual reviews, and many families will be joining us over the coming weeks.

Annual reviews are incredibly important for several reasons:

1. They make sure the plan is still right for your child

Children grow, change, and develop new needs and strengths. The annual review is our chance together to check whether the current EHCP still reflects who they are *now*, not who they were a year ago.

2. They bring everyone together

Annual reviews are one of the few times each year when:

- You as parents/carers
- School staff
- Therapists and other professionals (where involved)
- And sometimes the young person- All gather in one place to focus on the same goal: your child's wellbeing and progress.

It's a truly collaborative conversation.

3. They help us set meaningful goals

We look at what has gone well, what has been challenging, and what we want to achieve next. This allows us to shape targets that are realistic, personalised, and genuinely helpful for your child's learning and regulation.

4. Your voice is essential

You know your child in ways no one else does.

- What's working
- What's not
- Any health, home, or emotional factors that impact school
- Hopes for the future

We really appreciate the time you take to attend and share your insights.

5. They support smooth planning for transitions

For our older pupils, annual reviews are vital for planning next steps whether that's college, training, or further support.

For younger pupils, they ensure early foundations remain strong.

Our aim is always to make reviews positive, purposeful, and centred on the child.

Thank you for your continued support. As always, if you have any questions or ideas, please reach out we love hearing from you.

Warm regards,
Marie Cooper
Headteacher