

# The Levett School



The Levett School

Positivity | Determination | Reflection | Integrity

## Admissions Policy

<i>Policy agreed by Governors on:</i>	24 <sup>th</sup> September 2024
<i>Review date for Governors:</i>	8 <sup>th</sup> March 2024
<i>Allocated Group/Person to Review:</i>	Emma Place
<i>Agreed frequency of Review, by allocated person:</i>	Every 2 years
<i>Last Review date:</i>	March 2024

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB  
Upper School, Lansdowne Road, Intake, Doncaster, DN2 6QN

## Levett School Admissions Policy

### Introduction

Under section 19 of the Education Act 1996, Levett School Pupil Referral Unit (PRU) is a key component in Doncaster Council's provision to provide suitable education for children and young people who experience difficulties in managing their behaviour and engaging in a mainstream school.

Levett school is a dual site provision, with KS1 and 2 being based at the Lower school site in Sprotbrough and KS3 being based at the Upper school site in Intake.

### Key principles underpinning the work of The Levett School:

- Outreach work with mainstream schools
- Development of inclusive approaches
- Raising the academic attainment of pupils with social, emotional and behavioural difficulties [as well as other SEND]
- Early identification of need and implementation of appropriate interventions
- Involving and supporting parents and carers
- A high quality provision, offering best value
- A multi-agency approach to partnership working

### Admissions Criteria

Within Doncaster, the fundamental admission criteria for a place at the Levett PRU, is evidence of challenging Behaviours. Students exhibiting such behaviour will be discussed at SEN and Inclusion Panels, for consideration by the local authority and Levett Senior Leadership, to ensure that student numbers on role do not exceed the allocated number.

[The process will include a tiered wave of responses: ]

[Wave 1	<ul style="list-style-type: none"><li>• <b>Big Picture Placement:</b> Big Picture Doncaster is commissioned by the City of Doncaster Council as part of the early intervention strategy. The focus of the provision is supporting young people who struggle with the challenges of transitioning to secondary school, or maintaining a successful position in mainstream KS3 education, with the aim of ensuring they can remain without the need for further, more complex intervention at a later stage, and crucially before they are disillusioned and distanced from school.</li></ul> <p>Local Authority logging advice, guidance, and support</p>
Wave 2	<ul style="list-style-type: none"><li>• <b>Short to medium term provisions</b> as outlined in the catalogue of Additional Providers. Via panel the offer is bespoke to the child, need and provider. Where appropriate panels can fund this for a short period of time at the end of which the expectation would be that the child is able to successfully access full time mainstream provision. AP is never a full time offer and the pupil will be expected to access their school on the days that they are not with their AP provider. If needed beyond the time period identified, cost will fall to school or if this is identified at the point of referral the case could be declined at panel triage. A number of AP providers have an offer of a therapeutic nature but this would not be appropriate for a child already accessing a form of therapeutic support. Some but not all AP can be directly commissioned by a school.</li></ul>

Wave 3	<ul style="list-style-type: none"> <li>• <b>EPIC placements.</b> This is for young people on the edge of criminal activity. This can be either in or out of school support and can be made bespoke to need. These placements are not appropriate for young people involved in an open police investigation.</li> <li>• <b>St Wilfrid's Assessment</b> places are available for KS2 and KS3 pupils at St Wilfrid's when schools have been unable to identify need, despite attempts to by carrying out their own assessments and engaging with appropriate outside agencies.</li> <li>• <b>Vega Placement:</b> for Year 9 to Year 11 pupils who need a vocational, part time, nurturing provision to support them in achieving their GCSE qualifications in core subjects and prepare them for work/college post 16. Placements are with continued attendance at their mainstream provision for core subjects.</li> </ul>
Wave 4	<ul style="list-style-type: none"> <li>• Medium to longer term provision in a Pupil Referral Unit for all Key Stages will be logged and referred on to the appropriate, end of continuum provision.</li> <li>• Levett cases: following triage the referrals will be directly sent on to Levett to follow their admissions pathway.</li> <li>• NBEC: following triage the referrals will be directed to the cohort monitoring. ]</li> </ul>

Places are available for:

- Pupils permanently excluded from a mainstream school, if appropriate, pupils would normally access St. Wilfrid's provision prior to being admitted to The Levett School
- Pupils at risk of permanent exclusion and all children who have been permanently excluded twice
- Pupils new to the authority with a history of disrupted education or previously educated in a PRU setting for whom a school placement cannot be immediately identified.
- Pupils positively referred for alternative provision on either a full-time or part-time basis.

### Single/Dual Registration

Students who are twice permanently excluded from their school can be admitted to Levett on single registration.

However, the majority of students will be dual registered – remaining on their current school role (the home school), with Levett being named as the subsidiary school. The home school will retain responsibility for the student's attendance, well being and safeguarding, whilst they are on role at Levett and as such are expected to comply with certain requirements, to ensure that the best outcomes are achieved for their students, including facilitating visits, attending meetings and leading on Education, Health Care Plans.

In addition, before any student begins their placement at Levett certain pre-requisites must be fulfilled by the home school, to ensure a safe and successful transition.

### Information required from home/excluding school prior to student starting at Levett

- ❖ CTF
- ❖ Risk Assessment
- ❖ Academic levels, age related level and aspects of the curriculum covered
- ❖ Attendance certificate
- ❖ Pupil premium status (Home schools will be invoiced for PP by Levett)
- ❖ Free school meals status
- ❖ Social care/CP information (including contact details for workers)
- ❖ Behaviour log (CPOMS/Behaviour Reports)
- ❖ Transport/taxi requirements

## **Transport to and from Levett**

For students in KS1 and 2 a taxi will be provided, with an escort if this is deemed necessary. Students in KS3 will be encouraged to become independent travellers, however a taxi will continue to be provided for any student deemed vulnerable.

[The Levett School do not have their own transport service. Pupils in KS3 will be encouraged to become independent travellers. Applications for transport will be submitted via the transport panel who will then look at each individual case to decide whether a pupil is deemed too vulnerable to travel via public transport (alone) or whether they can support by offering bus passes/travel training to encourage independence. Travel can also support by providing a chaperone upon request and if valid reasons are supplied in the application.

The Levett School do ask that a pupil's current setting complete this paperwork as they know the pupil best and can support with reasoning as to why a pupil can/cannot travel independently.]

## **Attendance**

The Levett School has an Attendance Officer who will monitor attendance on a daily basis. Any absences from school should be reported directly to Levett, rather than the home school. For any student who is absent, with no suitable message received, the Attendance Officer will make every attempt to speak with parents/carers, including arranging a home visit.

Each week Levett will liaise with the home school of dual registered students to update them with the attendance of their student.

The Attendance Officer will work closely with Safeguarding staff, to ensure that all children are safe.

The Attendance Officer will refer to the Education Welfare Service any student who becomes an attendance concern or a persistent absentee. In addition, dual registered students who, when reviewed, are not attending Levett school, will be returned to their home school.

## **Early Help Referrals**

Should an EH referral be required for a dual role young person, whilst on role at Levett, there should be negotiation between the home School and Levett to establish what is in the best interests of the family, with regards to who takes on the role of Lead Practitioner.

The Levett School will automatically ensure an EH referral is completed and updated for single registered students.

## **Education Health Care Plans**

Should Levett school or a parent/carer believe that an EHCP is required after transferring to Levett, it is the responsibility of the home school of dual registered students to initiate this and discuss the young person with their Educational Psychologist.

The Levett School will coordinate an EHCP, if required, for single registered students only.

## **Expectations of the Home School for Dual Registered Students**

Each home school should arrange the most appropriate provision for their pupil, to enable them to maintain a sense of belonging to their Home School community. This may include:

- Re-joining their class in a previously successful subject area
- Time with a significant adult with whom the pupil has a positive relationship
- Participating in social time, assembly, lunch or an extra-curricular activity

Expectations of the Mainstream School for Dual Registered Pupils include to plan out the most appropriate provision for their pupil, to enable them to maintain a sense of belonging to their Home School community. This may include:

- Re-joining their class in a previously successful subject area
- Time with a significant adult with whom the pupil has a positive relationship
- Maintaining contact with the pupil, particularly those relationships which have been positive ones

## **How Levett School supports transition to the next educational placement**

Following a period of time on role at Levett school, students may return to their home school, transition to a new mainstream school or transition to a special school. The most appropriate outcome for individuals will be determined through observations and assessments of both academic as well as social and emotional need, through student response to interventions and through consultation with external agencies, such as the educational psychologist, CAMHS and other specialists.

Levett School can support students with transition in the following ways:

- visits for the student to their next educational provision – both accompanied and unaccompanied by Levett staff
- support in the new provision, such as a known TA going to class with them
- working with staff to develop individual support plans
- advising staff on how to deal with challenging behaviour, de-escalation techniques and effective strategies to implement in order to support the student
- providing up to date information and data, such as behaviour logs, Boxall profile scores, risk assessments and academic levels

[Placements for children with an identified SEN need should be heard at the appropriate SEN panel. They should also remain in their current placement whilst in the process of assessment towards an EHCP. This process will be able to identify if the child has a longer term need that is not the remit of this panel.

## **General Information**

### **THE SCHOOL DAY**

- Monday – Thursday 8.45 am – 2.15pm
- Friday - 8.45am – 1pm

### **SCHOOL UNIFORM**

- Black Levett School T-Shirt
- Black Levett School Jumper
- Black trousers
- Black skirt.
- Black shoes.

**NB:** Your child will be issued with 2 polo shirts and 1 jumper on their admission to The Levett School. Further polo shirts can be bought at a cost of £2.50 each, with jumpers costing £5.

## **PE KIT**

Any sportswear and trainers. Your child needs to come to school in PE kit on the day they have PE.

## **JEWELLERY**

For the protection of personal safety, the wearing of jewellery is not permitted in school. This includes but is not limited to: Rings, necklaces, bracelets and earrings

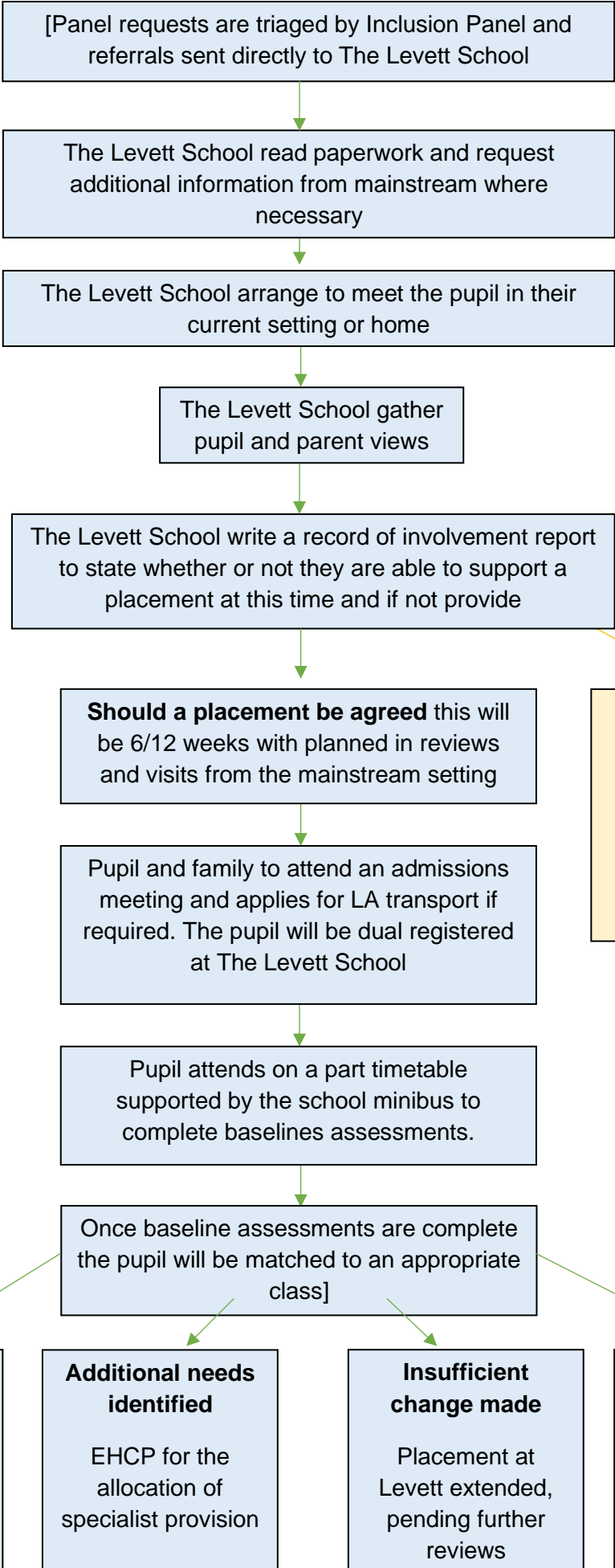
- The wearing of jewellery can result in tearing or piercing of flesh;
- There is a potential for injury to the wearer due to inadvertent contact of jewellery with other people, clothing etc;
- Injury could occur due to contact with jewellery worn by another person

Should your child be required to wear jewellery for religious or medical reasons, parents/carers must apply in writing to the Headteacher.

## **SCHOOL DINNERS**

Hot school dinners are available every day. If your child would rather have a sandwich, please inform school.

**For a summary of the Levett School's admission process, please refer to Appendix 1.]**



# ADMISSIONS BOOKLET

## 2024 / 2025

POSITIVITY / DETERMINATION / REFLECTION / INTEGRITY

Pupils name:  
.....

DOB:  
.....

Admission Date:  
.....

Year Group:  
.....

UPN:  
.....

Registration Status:  
.....

Class:  
.....

Please note: If pupil attendance becomes a concern, this will trigger a review meeting to assess the suitability of your child's placement at The Levett School.



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## Registration Details

<b>Surname:</b>	<b>First Name:</b>	<b>Pupil's Chosen Name:</b>
<b>Name of Mother:</b>	<b>Name of Father:</b>	

The following adults live with the child and act as parent (to include carers)		
Name	Relationship	Parental Responsibility
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No

The following adults have contact but do not live with the child		
Name	Relationship	Parental Responsibility
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No

Pupil Sibling(s)		
Name	DOB	School

<b>Will your child require a taxi?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Is your child a Free / Paid School Dinner?</b> <input type="checkbox"/> Free <input type="checkbox"/> Paid
<b>Ethnicity:</b>
<b>Traveller:</b>
<b>Religion:</b>
<b>Home Language:</b>
<b>Previous School:</b>
<b>Does your child have any special dietary requirements?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please provide further information .....

## Emergency Contact Details

Please give details of all persons who have legal responsibility for this child – Parent(s)/Guardian(s) and anyone else who can be contacted should an emergency arise when you are unavailable. You should use the contact priority number to indicate the preferred order in which contacts should be attempted in an emergency.

<b>Surname:</b>	<b>Forename:</b>	<b>Title:</b>
<b>Home Telephone:</b>	<b>Mobile Telephone:</b>	
<b>Home Address:</b>		
<b>Main Email Address:</b>	<b>Work Telephone:</b>	
<b>Relationship to child:</b>	<b>Legal Responsibility:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Priority:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2
<b>Surname:</b>	<b>Forename:</b>	<b>Title:</b>
<b>Home Telephone:</b>	<b>Mobile Telephone:</b>	
<b>Home Address:</b>		
<b>Main Email Address:</b>	<b>Work Telephone:</b>	
<b>Relationship to child:</b>	<b>Legal Responsibility:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Priority:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2

# Medical Information

<b>Name of Doctor:</b>	<b>Tel No:</b>
<b>Address:</b>	
<b>Medical Conditions or Information</b>	
1. Does your child suffer from fainting attacks or blackouts?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Does your child suffer from fits/epilepsy?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Does your child suffer from any allergy or hay fever?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. a) Does your child have asthma?	<input type="checkbox"/> Yes <input type="checkbox"/> No
b) If yes, to above do they have a prescribed inhaler?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Does your child suffer from diabetes?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Does your child suffer from ear trouble?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Does your child suffer from incontinence or bowel problems?	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Are your children's teeth in good health?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Is your child on medication for any of the above?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, please give details:	
10. Does your child suffer from any medical condition not mentioned above?	
If yes, please give details:	
11. Is your child receiving medical treatment at the present time?	
If yes, please give details:	
12. Has your child a diagnosis of ASD or associated?	
13. Has your child a diagnosis of ADHD?	
14. Does your child have any food allergies If yes, please give details:	
Other relevant information:	
<b>Completed By:</b>	<b>Signed:</b>
<b>To be completed by staff only:</b>	
Pupil name:	Class:
Emergency Contact:	

# Food Allergies

**Food allergies in children are common and can be life threatening if ignored, therefore it is imperative that we know if your child has been diagnosed with any food allergies.**

**Please identify if your child is allergic to any of the following:**

- Cereals containing gluten and wheat – e.g. spelt, rye and barley
- Crustaceans, e.g. crab, prawn, lobster
- Molluscs e.g. mussels, oysters, squid, snails
- Fish
- Nuts, including almonds, hazelnuts, walnuts, cashews pecan, brazil and pistachio
- Peanuts
- Celery
- Eggs
- Soybeans
- Milk
- Mustard
- Sesame Seeds
- Sulphur Dioxide and sulphite concentrations of more than 10mg/kg or 10mg/L in terms of total Sulphur dioxide
- Lupin
- Other

If you have stated yes to any of the above, please provide further details including medication and treatment plans.

.....

.....

.....

# Other Agencies Involved

SOCIAL WORKER  
NAME:  
.....

PARENT & FAMILY SUPPORT  
WORKER  
NAME:  
.....

EPIC  
NAME:  
.....

TEAM AROUND THE FAMILY  
NAME:  
.....

CAMHS  
NAME:  
.....

ANY OTHER AGENCIES  
NAME:  
.....

## Welfare

Has your child ever been subject to the following?

- Looked after
- Previously looked after
- Special Guardianship order
- Child arrangement order
- Child in need

Has your child ever been a Young Carer?  Yes  No

# Parental/Guardian Consent

## HOME VISITS

There may be times where staff need to complete a visit to the family home. To ensure staff are safe when conducting visits, we would politely request you state below if there is a dog within the home.

There is a dog in the home -  Yes  No

If yes, please state the dog breed here -

## LOCAL VISITS

As part of your child's learning, or to develop community links, visits within the local area may be made from time to time. For any planned visit, we would aim to contact you to provide you with any additional

## POSITIVE HANDLING / AGREED CONTACT

Staff are trained in Dynamis, this allows staff to manage distressed behaviours and conflicts safely and respectfully. Your child will have a positive handling plan and risk assessment put in place to allow staff to support distressed behaviour, this is largely done through de-escalation strategies.

## PHOTO CONSENT

I do / do not (delete as appropriate) consent to my child's photo being used on the schools website, social media and other promotional documentation.

## SWIMMING (Years 1 – 6)

I do / do not (delete as appropriate) consent to my child's accessing swimming lessons through The Levett School, in line with the National Curriculum expectations. (If consent is provided, please complete the adjacent local

**Please sign below to confirm the above information has been shared with you.**

Parent / Carer Name:

Signed:

Date:

## Positive Handling Plan/Risk Assessment

Pupil Name: .....

Date of plan: .....

<b>Zones of Regulation</b>			
Blue	Green	Yellow	Red
			
Bored Lonely Sad Tired Unwell	Calm Content Focused Happy Ready to learn	Anxious Confused Excited Frustrated Worried	Angry Aggressive Terrified I need time and space

Blue	Green	Yellow	Red
Triggers:	Triggers:	Triggers:	Triggers:
Strategies:	Strategies:	Strategies:	Strategies:
Recorded safe space:	Recorded safe space:	Recorded safe space:	Recorded safe space:
Any medical conditions to be taken into account before using physical interventions?			

WHO MIGHT BE HARMED? Employees, students, work experience students, new & expectant mothers and members of the public			
NAME OF STUDENT:			
BRIEF HISTORY OF RISK – Mainstream/AP Providers			
HAZARDS	✓ if applicable (any previous history?)	CONTROL MEASURES/COMMENTS	HIGH MEDIUM LOW Risk?
RESIDUAL RISK OF HARM TO OTHERS etc.			
Bites / spits			
Grapples/ wrestles/ inappropriately touches/ pushes			
Head butt			
Kicks / stamps			
Lies on floor / thrashes about on floor			
Self-harm			
Shouts / screams			
Slams doors			
Slaps/pinches/punches/scratches/ pushes / pulls hair			
Throw items / uses 'weapons'			
Unpredictable behaviour			
Verbal abuse / threats			
Causes damage			
THE LEVETT SCHOOL			
HAZARDS	✓ if applicable (any previous history?)	CONTROL MEASURES/COMMENTS	HIGH MEDIUM LOW Risk?
KNOWN 'TRIGGERS' FOR UNACCEPTABLE BEHAVIOUR	✓ if applicable (any previous history?)	COMMENTS	HIGH MEDIUM LOW Risk?
FOR EXAMPLE:			
Are there any other foreseeable hazards associated with this pupil? Please circle YES/NO			
ASSESSED BY (Print name)		SIGNED:	DATE:
Restraint	Try	Avoid	
Managing space and moving away safely			
Approaching towards and positioning			
Prompting and escorting - front			
Prompting and escorting - back			
Humerus contact and control principle			
Momentary control/self-protection			
Cupped fist hold			
Double wrist hold			
Seated positions			
Kneeling positions			
Straight arm hold			
Brain shake			
Tricep grip			
Metacarpal Rub			

## WAVE 4

TRICEP GRIP



METACARPAL RUB



## WAVE 23

KNEELING POSITIONS



CUPPED FIST HOLD



DOUBLE WRIST HOLD

SITTING POSITIONS



## WAVE 2

MANAGING SPACE & MOVING AWAY TO SAFETY



PROMPTING AND ESCORTING - BACK



APPROACHING TOWARDS AND POSITIONING



MOMENTARY CONTROL / SELF-PROTECTION



PROMPTING AND ESCORTING - FRONT



HUMERUS CONTACT & CONTROL PRINCIPLE



## WAVE 1

VERBAL ADVICE  
TIME OUT DIRECTED  
CALM TALKING  
HUMOUR  
HELP SCRIPT  
APOLOGISING

VERBAL SUPPORT  
ALTERNATIVE OFFERED  
SPACE GIVEN  
REASSURANCE  
SUPPORTIVE TOUCH  
AGREEING

DISTRACTION  
STEP AWAY  
DIRECTION GIVEN  
PLANNED IGNORING  
SIMPLE LISTENING  
CHANGE OF PLACE

CHANGE OF FACE  
LIMITED CHOICES  
SUCCESS REMINDERS  
CONSEQUENCE REMINDERS  
REMOVING AUDIENCE  
OTHER

**EDUCATION SWIMMING – PARENT/CARER CONSENT FORM**

Name ..... School.....  
 Date of Birth ..... Class .....  
 Address .....  
 Tel No .....

*As part of your child's education he/she will be undertaking swimming lessons this year. It is important that the swimming teacher has the following information concerning your child:*

	Yes	No
<b>Does your child suffer from any of the following:</b>		
<b>Anxiety from water</b>		
<b>ADHD</b>		
<b>Asthma (please bring inhaler to every swimming lesson)</b>		
<b>Autism</b>		
<b>Behaviour</b>		
<b>Cerebral Palsy</b>		
<b>Diabetes</b>		
<b>Down Syndrome</b>		
<b>Epilepsy</b>		
<b>Grommets (recommend wearing a swimming cap &amp; ear plugs)</b>		
<b>Hearing impairment</b>		
<b>Visual impairment</b>		
<b>Does your child have any other medical conditions? Give details:</b>		
<b>Does your child take medication on a regular basis? Give details:</b>		
<b>Please give details of any past or present injuries e.g. fractures</b>		

**Swimming Ability:**

Non-swimmer	5m	Width	Length	2 lengths	Any other Awards (please specify)

Earrings and any other form of jewellery or watches must be removed prior to the swimming lesson. Plasters covering newly pierced ears must be removed together with the earrings before a pupil will be allowed to swim.

Goggles are not necessary within short curriculum swimming lessons or for single, short races in school galas unless a pupil has particularly sensitive eyes. Goggles will only be allowed in exceptional circumstances in school swimming lessons, when chemicals in the water may adversely affect eyes. In these rare instances where the use of goggles may be allowed the adult responsible for the group will have the prerogative to require the pupil to remove them for reasons of safety if the pupil constantly adjusts or removes and replaces the goggles. If it is medically necessary for your child to wear goggles a letter must be written to school stating that your child has particular needs to warrant the use of goggles.

**I have read and understood the information included on this form.**

Signature of Parent/Carer ..... Date .....

**Please note your child will not be allowed to swim unless this form is completed. Please return to your child's school**



# ICT Acceptable use agreement

At The Levett School, pupils are expected to:

- Only use ICT on the school premises for studying purposes.
- Only log on to the computer and internet when an adult is present.
- Use the class or school e-mail address when sending or receiving emails.
- Only open email attachments from people known to them or people who the teachers have approved.
- Make sure ICT communication with other pupils and adults is polite and responsible.
- Be responsible for their behavior while using ICT.
- Inform their class teacher of anything they see online which makes them feel uncomfortable.
- Understand that their use of ICT can be checked and that parents/carers will be contacted if a member of school staff is concerned about a pupil's e-safety.
- Be careful when using computer equipment and treat it with respect.
- Abide by the rules regarding bringing personal devices into school.
- Seek the advice of a teacher before downloading material.

Pupils will not:

- Try to bypass the internet settings and filtering system.
- Share passwords.
- Delete or open other people's files and documents.
- Use other people's accounts.
- Send any content which is unpleasant. If something like this is found, such as inappropriate images or the use of offensive language, pupils will report it to their teacher.
- Share details of their name, phone number or address.
- Meet someone they have contacted online, unless it is part of a school project and/or a responsible adult is present.
- Upload images, sound, video or text content that could upset pupils, staff and others.
- Try to install software onto the school network.

Parents will:

- Support and uphold the school's rules regarding the use of school ICT systems.
- Act in accordance with the school's policy when using the internet in relation to the school, its employees and pupils.
- Only store and use images of pupils for school purposes, acting in line with the school's ICT policy.

**Please complete the below information to confirm you have read and accept the above agreement.**

Pupil Name:

Parent / Carer Name:

Signed:

Date:

# PRIVACY NOTICE

The Council is committed to meeting its data protection obligations and handling your information securely. You should make sure you read and understand this notice before submitting your information to us.

## **Privacy Notice – General Data Protection Regulation (GDPR)**

The Levett School is a ‘Data Controller’ as defined by Article 4 (7) of GDPR. This means that we determine the purpose for which, and in the manner in which, your personal data is processed. We have a responsibility to you and your personal data and will only collect and use this in ways which are compliant with data protection legislation.

The school has appointed the Local Authority to be its Data Protection Officer (DPO). The role of the DPO is to ensure that the school is compliant with GDPR and to oversee data protection procedures. The contact details are:

Data Protection Officer – Schools & Education

**Phone** 01302 737978

**Address** Floor Two, Civic Office, Waterdale, Doncaster, DN1 3BU

**Email** [schooldataprotectionofficer@doncaster.gov.uk](mailto:schooldataprotectionofficer@doncaster.gov.uk)

**Website** [www.doncaster.gov.uk](http://www.doncaster.gov.uk)

This information includes your contact details, national curriculum assessment results, attendance information<sup>1</sup> and personal characteristics such as your ethnic group, special educational needs and any relevant medical information. *If you are enrolling for post 14 qualifications, we will be provided with your unique learner number by the Learning Records Service and may obtain from them details of any learning or qualifications you have undertaken.*

The full Privacy notice can be found on the school website.

<http://levett.doncaster.sch.uk/about-us/policies/>

If you want to see a copy of the information, we hold and share about you then please contact the School Business Manager in the first instance.

## **Complaints**

If you are unhappy with the way in which your information has been handled you should contact the Council’s Data Protection Officer so that we can try and put things right.

Alternatively, and if we have been unable to resolve your complaint, you can also refer the matter to the Information Commissioner’s Office (ICO). The ICO is the UK’s independent body set up to uphold information rights, and they can investigate and adjudicate on any data protection related concerns you raise with them. They can be contacted via the methods below:

Website: [www.ico.org.uk](http://www.ico.org.uk)

Telephone: 0303 123 1113

Post: Information Commissioner’s Office  
Wycliffe House  
Water Lane  
Wilmslow  
Cheshire  
SK9 5AF

# Key School Staff

Head of School  
Miss Hannah Buchanan

Safeguarding Director  
Miss Hayley Johnston

Assistant Headteacher  
Miss Emma Place

School Business Manager  
Ms Beverley Jones

Safeguarding Officer  
Miss Rachel Kelly &  
Mrs Karen Short

Building Manager/Caretaker  
Mr Neil Dyson

Office Manager  
Miss Fiona Mooney  
Admin  
Mrs Bev Evans, Ms Cherie Gill,  
Mrs Shelly Evans

Teachers  
Mrs Sara Rook, Miss Lydia Shipley, Miss Helen Megaw,  
Mrs Amanda Brown

HLTA  
Mr Alex Brown

Cover Supervisor  
Mrs Nadya Zbiec

Learning Mentor  
Mrs Bev Craswell

Teaching Assistants  
Miss Xena Needham, Miss Amanda Jones, Mrs Amanda Goddard, Miss Ashleigh Camm, Miss Cody Marriott,  
Ms Stacey Holmes, Mrs Kathryn Stanley, Mr Paul Clarke, Miss Nicola Robinson

Apprentice Teaching Assistants  
Miss Scarlett Hall

# School Uniform Expectations

## SCHOOL UNIFORM

- Black shoes
- Black trousers/jogging bottoms or skirt.
- Levett School t- shirt & sweatshirt

(One of each will be given to you on your child's first day. Should you require any more you can purchase them from school at a cost of £2 for child sizes and £5 for adult sizes).

## PE KIT

Your child needs to come to school in PE kit on the day they have PE.

- Any sportswear
- Trainers

**Please note: Clothes should not contain any obvious branding / logos, other than The Levett School logo.**

## JEWELLERY

For the protection of personal safety, the wearing of jewellery is not permitted in school. This includes but is not limited to: Rings, necklaces, bracelets and earrings

- The wearing of jewellery can result in tearing or piercing of flesh;
- There is a potential for injury to the wearer due to inadvertent contact of jewellery with other people, clothing etc;
- Injury could occur due to contact with jewellery worn by another person

**Should your child be required to wear jewellery for religious or medical reasons, parents/carers must apply in writing to the Headteacher.**

The Levett School (Lower)  
Melton Road  
Sprotborough  
Doncaster DN5 7SB  
Tel: 01302 390761  
Email: [admin@levett.doncaster.sch.uk](mailto:admin@levett.doncaster.sch.uk)

The Levett School (Upper)  
Former East Dene Centre  
Lansdowne Road  
Intake  
Doncaster  
DN2 6QN Tel: 01302 390761  
Email: [admin@levett.doncaster.sch.uk](mailto:admin@levett.doncaster.sch.uk)

# Agreed Contract

**TRANSITION SCHOOL WILL:**

**SIGNED:**

**DATED:**

- Support the admission procedures for..... and attend the admission meeting
- Determine agreed outcomes and success criteria
- Identify the behaviours to be tracked during placement
- Provide present and previous academic levels
- Provide the expectations for the end of the school year and key stage (based on their own assessment and tracking)
- Provide The Levett School with any other relevant documentation
- Maintain dual roll status until it is agreed for this to be changed (if applicable)
- Keep in regular contact with The Levett School as to progress made
- Attend all review meetings
- Take responsibility for TAC meetings during Dual Rolled Status
- Take responsibility for SEND documentation and referrals with support from The Levett School
- Call immediate SEN interim review for pupil with EHCP if required
- Provide additional support during any transition back to the school

**THE LEVETT SCHOOL WILL:**

**SIGNED:**

**DATED:**

- Admit..... following admission procedures
- Arrange transport if required
- Agree outcomes and success criteria
- Agree the identified behaviours to be tracked during placement
- Agree and complete baseline assessments
- Assess and track progress against agreed identified behaviours, academic expectations, outcomes and success criteria
- Hold Pupil Review meetings to discuss progress towards transition
- Support the transition school to complete and submit paperwork for statutory assessed requests where applicable
- Host SEN interim reviews where applicable
- Identify appropriate outside additional support or intervention
- Offer support to parents/carers during placement
- Update/Return Pupil to Panel to discuss transition when appropriate

Agreed Outcomes:

.....  
.....  
.....  
.....  
.....  
.....

Success Criteria:

.....  
.....  
.....  
.....  
.....  
.....

Booked Review Meetings:

1.....  
2.....  
3.....  
4.....

**PARENT/CARERS WILL:**

**SIGNED:**

**DATED:**

- Support all admission procedures
- Attend all pupil reviews, SEND reviews and TAC meetings if appropriate
- Provide any relevant information to the school whenever appropriate
- Maintain links with school by phone/email
- Agree to the school behaviour policy
- Support school with uniform and code of conduct
- Ensure their child attends school regularly and in a timely manner
- Book medical/dental appointments outside of school hours wherever possible and provide evidence for appointments that require your child to miss time at school
- Attend school events where appropriate to support their child

# REVIEW MEETING

DATE ...../...../..... TIME .....

## MEETING MEMBERS

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<b>ATTENDANCE</b>	
<b>PEERS / CLASSROOM</b>	
<b>WHATS WORKING WELL / WHAT NEEDS TO IMPROVE</b>	
<b>STRENGTHS</b>	
<b>DIFFICULTIES</b>	
<b>ASSESSMENT</b>	
<b>REQUEST FOR OTHER PROFESSIONALS</b>	
<b>TRANSITION</b>	

Information Exchange Checklist		Provided to Levett?	Comments
Completed Inclusion Panel referral form		Yes <input type="checkbox"/> No <input type="checkbox"/>	Click here to enter text.
CTF File (SIMS)		Yes <input type="checkbox"/> No <input type="checkbox"/>	Click here to enter text.
CPOMS and additional safeguarding information		Yes <input type="checkbox"/> No <input type="checkbox"/>	Click here to enter text.
SEN Support Plans		Yes <input type="checkbox"/> No <input type="checkbox"/>	Click here to enter text.
Risk Assessment/Positive Handling Plans		Yes <input type="checkbox"/> No <input type="checkbox"/>	Click here to enter text.
Pupil Views/One Page Profile		Yes <input type="checkbox"/> No <input type="checkbox"/>	Click here to enter text.
Attendance Overview		Yes <input type="checkbox"/> No <input type="checkbox"/>	Click here to enter text.
SEN Gathering Information Form		Yes <input type="checkbox"/> No <input type="checkbox"/>	Click here to enter text.
Record of Involvements from other Professionals (EP,ASCETS etc)		Yes <input type="checkbox"/> No <input type="checkbox"/>	Click here to enter text.
Early Help Assessment/CIN or CP plan Lead Professional Details Latest TAC (or equivalent) minutes or action log		Yes <input type="checkbox"/> No <input type="checkbox"/>	Click here to enter text.
Date of next TAC meeting:	Click here to enter a date.		
Completed assessment tools: Thrive dated within the last 6 weeks		Yes <input type="checkbox"/> No <input type="checkbox"/>	Click here to enter text.
Academic data including progress in core subject areas Examples of pupil work List of examination boards (KS3/4 only)		Yes <input type="checkbox"/> No <input type="checkbox"/>	Click here to enter text.
EHCP or other statutory plan		Yes <input type="checkbox"/> No <input type="checkbox"/>	Click here to enter text.
Date of next annual review:	Click here to enter a date.		
PEP (if appropriate)		Yes <input type="checkbox"/> No <input type="checkbox"/>	Click here to enter text.
Part Timetable days/hours offered over the last academic year and what impact this had			
School Offer – Pupils in class, small groups, 1:1, twilight sessions?			
School attendance % for the last 2 academic years			
Date of next PEP review:	Click here to enter a date.		Click here to enter text.
<b>In Addition – to be completed with mainstream and the family</b>			
Transport Form (should parent require this) Levett will submit	Yes <input type="checkbox"/> No <input type="checkbox"/>		Click here to enter text.
Transport Panel Form (should parent require this) Levett will submit	Yes <input type="checkbox"/> No <input type="checkbox"/>		Click here to enter text.
Pre-Admissions Booklet	Yes <input type="checkbox"/> No <input type="checkbox"/>		Click here to enter text.

