

Name of School:

**SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY’S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

*The information set out below will be added to Doncaster LA’s Local Offer site located under ‘Information, Advice and Guidance’ (then under ‘Schools and Alternative Provision’). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.*

*All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4). This document reflects the changes within Doncaster Local Authority with the introduction of the Graduated Approach for SEND for Doncaster.*

*Schools have additional duties under the Regulations to provide more detailed information in their SEND Policy, SEND Information Report and how the school meets the duties of the Equality Act 2010.*

<p>Brief description of the school</p> <p><i>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</i></p>
<p>The Levett School is a Pupil Referral Unit in Doncaster that provides an educational provision for Key Stage 1/2/3 pupils who have been permanently excluded or at risk of permanent exclusion. The provision is set across two sites, the primary site is on Melton Road, Sprotbrough and the secondary site is at Lansdowne Road, Intake.</p> <p>Levett School is a Pupil Referral Unit (PRU) operating within Doncaster local authority, catering for Key stage 2 and 3 pupils, providing education and support who have been twice permanently excluded from mainstream school or, who are at risk of permanent exclusion from their mainstream school, due to challenging behaviour. Admission is by referral only. Most of our pupils are dual-registered with their mainstream school, as an alternative to permanent exclusion.</p>
<p>How we identify if your child may need additional help and/or has special educational needs (SEND)</p>
<p>The aim of the school is to provide short term provision for young people to access a school curriculum but to also provide therapeutic support to address the issues that have resulted in them becoming disengaged with school. Pupils are taught in smaller class group sizes to enable higher levels of staff/pupil ratio to support in overcoming any barriers to learning and to reengage with their education and improve their own self confidence and esteem.</p> <p>The redesigned curriculum has a topic based approach where all subjects are taught around a learning focus each half term. We aim to provide a practical curriculum to ensure pupils can access the topics but also bring their learning to life through a variety of activities that are delivered in and out of the classroom environment.</p>

All pupils have high levels of pastoral support. Pupils have a class teacher who is supported by a team of teaching assistants within the classroom, in addition there are a range of staff who deliver bespoke programmes of support outside the classroom to support children in their learning and managing their behaviour. The therapeutic aspect of the school curriculum is seen as a vital part of the schools work with its pupils, the aim of the school is to not only provide an education for children who are unable to access mainstream education, but to identify the reasons why they have become disengaged and to provide support and appropriate therapy to enable they are able to reintegrate back to their mainstream school.

How we involve parents, carers and families in meeting the needs of their child and in whole school developments

Parents, Carers, Families, Mainstream and other Professionals are all involved in frequent assessments and discussions. Pupil voice is collected frequently and listened to, especially when making plans around bespoke provision and interventions.

How we will involve your child in the planning and review of their support

Pupil voice is key in terms of next steps and future planning. At The Levett School, pupil voice is continuously heard day to day and via restorative conversations. In addition we offer 6 weekly interim support plan reviews as well as parent/carers evenings to share pupils voice on their education and what is important to them.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

The Levett School recognises that the journey that pupils and their families have had prior to being allocated a place at The Levett School has often been difficult. Pupils have experienced difficulties in settling into their school and many have had repeated exclusions, part time timetables and removal from class. A placement at The Levett School is seen as a fresh start, it is an opportunity to reflect upon the issues that have brought the young person to the school. Through a variety of approaches and a bespoke curriculum the school will then work with the young person and their family to provide an appropriate education package that meets the need of the child.

There are four Core values that we have as a focus;

1. Determination
2. Positivity
3. Reflection
4. Integrity

These will be an integral part to the values that we teach our pupils to develop them into young citizens that know and understand who they are and to become the best possible version of themselves.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

When pupils come to us, they have travelled through the graduated approach. At The Levett School, we work hard to ensure pupil relationships, assessments and learning styles are catered for to ensure quality first teaching initially. Once this is secure, professionals can

<p>become involved to further support and provide advice around outcomes and future planning.</p>
<p>How we will use the Graduated Approach for SEND in order to provide additional support if your child has communication or social communication needs</p>
<p>We have regular consultation meetings with our Educational Psychologist and ASCETS who feed into the additional support which may be required for certain pupils. This advice is swiftly acted upon so that pupils can begin the assess, plan, do, review process to measure progress and outcomes. This ensures that any additional support is provided in a timely manner.</p>
<p>How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs</p>
<p>We will use information from the Local Offer and refer to support from the School Nursing Team or Physiotherapist.</p>
<p>How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being</p>
<p>We have regular consultation meetings with our Educational Psychologist and CAMHS Locality Worker who feed into the additional support which may be required for certain pupils. This advice is swiftly acted upon so that pupils can begin the assess, plan, do, review process to measure progress and outcomes. This ensures that any additional support is provided in a timely manner.</p>
<p>How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND</p>
<p>Pupils admitted to use will spend time with our learning mentor who will show them around the school and begin to build relationships. Our learning mentor and transition lead are the first points of contact for pupils new to our setting.</p> <p>Teachers continuously adapt the environment, timetable and planning in order to best suit the ever changing needs to the cohorts we get admitted to us.</p>
<p>How we promote developing independence</p>
<p>Our pupils are encouraged to develop their independence skills from KS2-KS3</p> <p>At The Levett School, many of our pupils attend in transport, which promotes independent travel. Furthermore, we offer independent travel skills to our transition cohorts.</p> <p>During lunchtimes, pupils are encouraged to cut their own food using a knife and fork, whilst using their manners.</p>
<p>How we measure and review your child's progress against their targets and longer term outcomes</p>
<p>Pupil progress is measured every 6 weeks through the review of SEND support plans. For those pupils with an EHCP, assessments are gathered short and medium term in order to inform what long term outcomes should be worked towards.</p>

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

*(basic awareness of SEND, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)*

Basic awareness of SEND, continuing CPD linked to staff roles

How we prepare children and young people with SEND to join our school

The Levett School recognises that the journey that pupils and their families have had prior to being allocated a place at The Levett School has often been difficult. Pupils have experienced difficulties in settling into their school and many have had repeated exclusions, part time timetables and removal from class. A placement at The Levett School is seen as a fresh start, it is an opportunity to reflect upon the issues that have brought the young person to the school. Through a variety of approaches and a bespoke curriculum the school will then work with the young person and their family to provide an appropriate education package that meets the need of the child.

Admissions meetings are held with the pupil and family, this also includes a tour of the school, additional information provided as well as uniform in order to prepare them for their start date,

How we prepare children and young people with SEND to move on from our school

Transition is vital for pupils who come to our setting. Our work here involves supporting pupils to accurately assess their needs, support them with strategies to help regulate whilst ensuring that learning is pitched accurately to meet their needs. In addition to this, we ensure that pupils have access to therapeutic intervention to meet their alternative needs.

Review meetings, planning and conversations involving everyone occur to create the most positive plan. Transition is supported by Mr Brown who will develop a bespoke timetable, looking at where he will return to mainstream with the pupil to assess how the pupil and staff manage difficulties which may arise. Transition periods usually take place over 6 weeks to ensure we offer optimal support but this can vary.

Contacts for more information

Miss Emma Place

Lower Site: Melton Road, Sprotbrough, Doncaster, DN5 7SB

Upper Site: Lansdowne Road, Intake, Doncaster, DN2 6QN

Tel: 01302 390761

Email: [eplace@levett.doncaster.sch.uk](mailto:eplace@levett.doncaster.sch.uk)

*Please note:*

*Schools should ensure that the information is easily accessible by young people and families and is set out in clear, straightforward language.*

Please return this document to Families Information Service, by email to:

[FIS@doncaster.gov.uk](mailto:FIS@doncaster.gov.uk)

If you have any queries, please contact Louisa Townsend at [louisa.townsend@doncaster.gov.uk](mailto:louisa.townsend@doncaster.gov.uk) or Family Information Service on 0800 138 4568.

Thank you.