

The Levett School



The Levett School

Positivity | Determination | Reflection | Integrity

Special Educational Needs and Disability (SEND) Policy

<i>Policy agreed by Management Committee on:</i>	
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<i>Allocated Group/Person to Review:</i>	Emma Place
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
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Melton Road, Sprotbrough, Doncaster, DN5 7SB



City of
Doncaster
Council

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It is the Local Authority intent that ALL educational establishments will be effective in its provision for inclusion and children/young people will feel a sense of belonging, part of their school community, safe,

and valued. We believe that an inclusive culture plays a vital role in our priority to nurture a child and family friendly borough.

Section 2: Legislative Compliance

2.1 This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 January 2015 (updated May 2015). It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents/carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice January 2015
- The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010 (section 20), subsequent updates and DfE advice for schools, February 2013
- The Public Sector Equality Duty (section 149 of the Equality Act 2010)
- Statutory Guidance on Supporting pupils at school with medical conditions, December 2015
- Keeping Children Safe in Education, with the subsequent updates
- Working Together to Improve School Attendance 2022, with the subsequent updates
- Schools Admissions Code March 2022, with the subsequent updates
- Education Inspection Framework September 2019, with the subsequent updates
- Teachers Standards 2012, with the subsequent updates
- National Inclusion Statement
- Relevant Curriculum frameworks/ document (National curriculum, EYFS framework, etc.)

2.2 This policy links to separate school policies and information in place for:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour management and Dynamis policy
- Equality, equity, diversity and inclusion policy
- Medical support in school
- Attendance policy
- Child protection safeguarding policy
- Complaints policy

2.3 Our SEND Information Report sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010. This can be viewed on our website at: [**SEND Information Report**](#)

The information report will be updated annually, or as soon as possible after any changes occur within the setting.

2.4 The Department for Education has published a Guide for parents/ carers on the SEND Code of Practice which can be accessed at:

[**https://www.gov.uk/government/publications/send-guide-for-parents-and-carers**](https://www.gov.uk/government/publications/send-guide-for-parents-and-carers)

Should you require a different format to access this policy, please contact the school office on 01302 390761.

Section 3: Profile and Values

3.1 Our School Profile

The Levett School is a Local Authority-maintained Pupil Referral Unit (PRU) in Doncaster, providing education for pupils who are unable to access or sustain their education within a mainstream setting. The school currently provides education for pupils from Year 1 to Year 7, with provision designed to meet the needs of pupils presenting with a range of social, emotional and mental health (SEMH) needs, alongside associated special educational needs and disabilities (SEND).

The school operates within the Local Authority's Alternative Provision arrangements and works closely with mainstream schools, families, the Local Authority and external professionals to ensure that pupils receive appropriate support and that education, reintegration and longer-term placement decisions are carefully considered.

Our pupils

Pupils attending The Levett School have a wide range of individual needs. The majority have identified or emerging SEMH needs, often alongside additional needs such as:

- Autism Spectrum Condition (ASC);
- speech, language and communication needs (SLCN);
- cognition and learning needs;
- attention and executive functioning difficulties;
- social communication difficulties;
- sensory needs;
- specific learning difficulties; and
- other needs which may affect a pupil's ability to engage successfully in education.

Pupils may have experienced significant barriers to learning, including difficulties with emotional regulation, relationships, attendance, behaviour, communication, confidence, engagement or previous experiences of education.

The school recognises that behaviour is a form of communication and seeks to understand the underlying needs and barriers affecting each pupil. However, the identification of a need does not automatically mean that a pupil requires specialist provision. The school uses a graduated approach to identify needs, implement appropriate support and evaluate its impact.

This approach ensures that SEND provision remains purposeful, proportionate and responsive to the changing needs of individual pupils.

3.2 Our School Values

Our Vision

At The Levett School, our vision is to provide a safe, nurturing and ambitious environment where every pupil is supported to overcome barriers to learning, recognise their strengths and develop the skills, confidence and resilience needed for their next stage of education and life.

We believe that every pupil can make progress when they are understood as an individual, provided with the right support and given consistent, high expectations. Our approach combines strong relationships, effective teaching, appropriate SEND support and a clear focus on developing pupils' independence.

We aim for every pupil to leave The Levett School with a stronger sense of who they are, what they can achieve and how they can succeed.

Our Core Values

Our school community is guided by four core values:

Reflection

We encourage pupils to think about their experiences, choices and learning. We help pupils recognise what has worked, understand what they can do differently and use this reflection to make positive changes.

Integrity

We encourage pupils to be honest, respectful and responsible. We promote doing the right thing, even when it is difficult, and developing positive relationships with others.

Positivity

We promote optimism, encouragement and a belief in possibility. We celebrate progress, recognise individual strengths and help pupils develop a positive attitude towards themselves, their learning and their future.

Determination

We encourage pupils to persevere, overcome setbacks and keep trying. We recognise that progress is not always linear and support pupils to develop resilience, independence and the confidence to face challenges.

Our Values in Practice

Our values underpin the way we teach, support, challenge and care for pupils. They are reflected in our relationships, curriculum, behaviour expectations, SEND provision and preparation for transition.

We want pupils to understand that the four values are not simply words displayed around school. They are skills and attitudes that can be developed and applied in everyday life.

At The Levett School, we believe in knowing the pupil, understanding the barrier, building the relationship and creating the conditions for success.

Section 4: Aims and Objectives of this policy for SEND, Inclusion, Belongingness and Equal Opportunities

We aim to create an inclusive teaching and learning environment that is accessible to all children and young people, regardless of their needs and abilities. We strive to offer a broad, balanced and challenging curriculum, providing the opportunity to thrive and fulfil their aspirations.

We will make reasonable adjustments and adaptations to teaching, the curriculum and the school environment to ensure that children and young people with SEND are included in all aspects of school life.

4.1 We aim to:

- put our values into practice every day

- use our best endeavours to achieve maximum inclusion and success for all our children and young people
- encourage high levels of participation from children, young people, parents and carers
- have a clear focus on steps toward positive life-long outcomes
- explain what we do, when, why and how
- meet our statutory duties

4.2 Our Objectives are:

- to work in partnership with families and others involved in the care of children in our school
- to promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- to sustain a "necessary for some, beneficial for all" approach to the co-ordination and provision of support for special educational needs
- to ensure that every teacher is a competent teacher of every child, including those with SEND through well targeted and continuing professional development
- to deploy effective support staff whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching
- to provide adapted and personalised learning opportunities building on each child's strengths and interests
- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- to make every effort to diminish and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to focus on individual progress across a wide range of outcomes as the main indicator of success
- to develop and support the role of Special Educational Needs & Disabilities Coordinator (SENDCO) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEND
- to map provision across our school to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
- to keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
- to always work in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

4.3 Belongingness in our school:

- The school has signed its commitment to Doncaster's Inclusion Charter. Doncaster's Inclusion Charter has adopted a definition of inclusion – Inclusion as belonging – "Belongingness" Text ©2023 The Belonging at School team. Natalia Zdorovtsova, Alyssa Alcorn and Duncan Astle assert their right to be identified as the authors of this resource.
- Inclusion as personal experience: do learners feel included, and feel like they belong at school? Learners could be present and participating, but what is their subjective sense of whether or not they are part of their school community, and feel safe, and valued.
- Inclusion-as-belonging emphasises the importance of school experiences and positions the people in the school community as choice-makers and change-makers.

Section 5: Definitions of Special Educational Needs and of Disability

5.1 SEND Definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age by mainstream settings. This means provision that goes beyond the adapted approaches and learning arrangements normally provided as part of high quality, personalised teaching (High Quality Teaching).

Children may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, adapted, High Quality Teaching and all relevant and purposeful interventions and strategies being in place.

A child or young person is considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

Reasonable adjustments will be made for those with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The needs of children and young people with SEND are grouped into Four Broad Areas. Children and young people can have needs that cut across more than one Area, and their needs may change over time. Interventions will be selected that are appropriate for the child or young person's particular area(s) of need, at the relevant time.

5.2 Communication and Interaction (C and I)

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Social Communication Difficulties or Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, in addition to misunderstanding many of the methods by which people communicate on a social level. They may also have sensory issues which can impact on the way in which they understand and engage with the school environment. All of these factors can impact on how children with these challenges relate to others.

5.3 Cognition and Learning (C and L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as literacy difficulties (formerly called dyslexia), numeracy difficulties (formerly called dyscalculia) and developmental coordination difficulties (formerly called dyspraxia);
- Moderate learning difficulties (MLD), where support may be needed across the curriculum, with possible associated difficulties in speech, language, concentration, following instructions, social skills, independence and accessing their environment;
- Severe learning difficulties (SLD), where support may be needed in all areas of the curriculum, including mobility and communication as a result of significant cognitive impairments; and
- Profound and Multiple learning difficulties (PMLD), where children are likely to have severe and profoundly complex learning needs, in addition to possible physical disability, sensory impairment and/or severe medical condition(s).

5.4 Social, emotional and mental health difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD). Any concerns relating to a child or young person's behavior should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (BESD) is no longer a type of SEND.

The Department for Education (DfE) has published Guidance on managing pupils' mental health and behaviour difficulties in schools.

https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf

5.5 Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. This could be to support either the fine or gross motor skill development or be a combination of the two.

5.6 Difficulties which may not be related to SEND

Some children in our school may not be making Age Related Expectations, which may be caused by a poor early experience of learning, but may not necessarily have an underlying special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'.

Difficulties related solely to challenges in acquiring English as an additional language are not SEND. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEND or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Service Person

5.7 Disability

The definition of disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

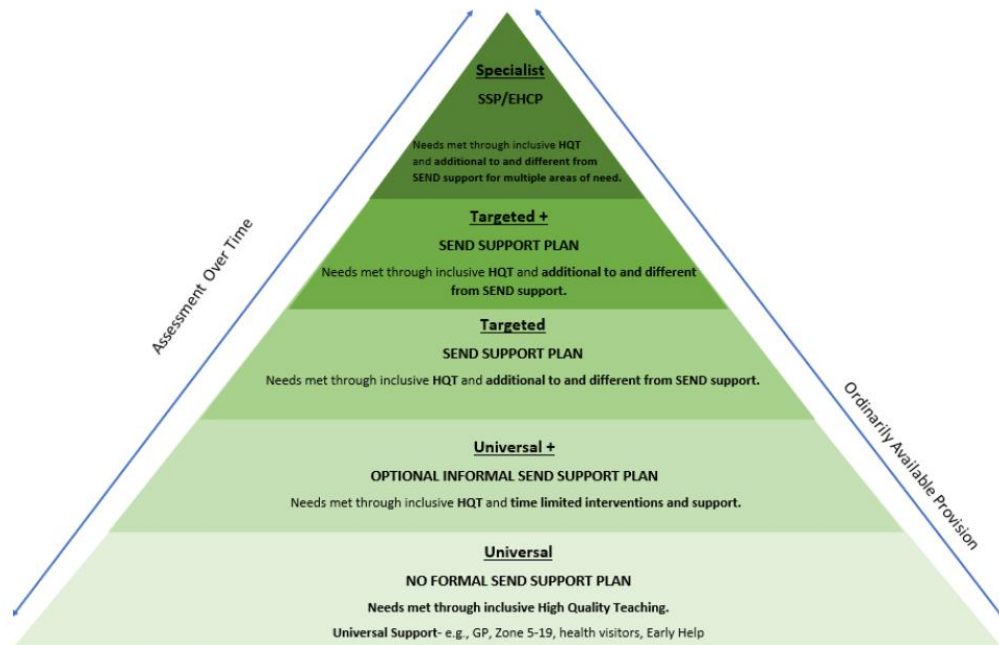
This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Our Accessibility Plan (*and Policy and Audit*) sets out how we are meeting our duties under the Equality Act 2010. This can be viewed on our website at: [Accessibility Statement](#)

The Accessibility Plan will be reviewed every three years, or as soon as possible after any changes occur within the setting.

Section 6: The Graduated Approach for SEND (reference to SEND Information Report requirements)

There is a Doncaster-specific Graduated Approach for SEND which is used across all schools and settings. This divides the support and provision children and young people with additional needs should receive into levels:



6.1 Whole school general Identification and Assessment when at High Quality Teaching level of support

All our children's needs are identified and met as early as possible through:

- High Quality Teaching provision, using adapted approaches and personalised learning arrangements with relevant and purposeful interventions and strategies in place which are available to all
- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review – see next section)
- listening to and following up parental and carer concerns, views, wishes and feelings
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- using the information, resources and training as provided through Doncaster's Graduated Approach for SEND and additional needs, including that provided by services across education, health, care and the voluntary sector.
- Teachers use IXL to help gather baseline assessment information.

6.2 The Assess, Plan, Do, Review Process across the Graduated Approach for SEND

The Assess, Plan, Do Review is a personalised, four-part cycle approach which formalises the action taken and support over time to remove barriers to learning and to meet the identified needs of the individual. This approach is expected at all levels of the Graduated Approach for SEND.

In Doncaster, there are specific expectations for Assess, Plan, Do, Review for each level of the Graduated Approach for SEND. In general, the four-part cycle follows a similar approach:

1. Assess

The pupil's class teacher, with direction from the SENDCO, will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

The teacher and the SENDCO, in consultation with the pupil and the parents/carers will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the school's management information system, and will be made accessible to staff in a document appropriate to each level of the Graduated Approach.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Staff will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher, with the SENDCO, will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

Staff will use their knowledge, skills and expertise of supporting children and young people with SEND. Where a child or young person's needs cannot be met through the existing expertise of staff, the input of an appropriate outside agency will be sought. Doncaster has systems and processes in place to access and refer into professional involvement and these agencies will be involved at the appropriate time. Given the specific needs of some children and young people (such as a disability or condition), there are outside agencies who will wish to be involved from an early level of support. For others, the expectation will be that there is observation, evidence and assessment gathered over time through the Assess, Plan, Do, Review cycles.

6.3 General provision for all children using core school funding

(This is across High Quality Teaching and, in Doncaster, support defined as the Universal and Universal Plus levels of support)

- All children will have access to well-adapted, High-Quality Teaching enhanced, where appropriate, through low level, short-term interventions. Class teams have secure subject knowledge, building upon previous learning to enable children to remember long-term content, adapting their teaching as necessary. Staff have high expectations and aspirations for all.
- All children may need access to very time-limited support, additional to High Quality Teaching, to address misconceptions during learning or as reinforcement of skills. Opportunities include same-day interventions and booster groups. Children who are consistently attending these sessions should be closely monitored and raised as possibly having underlying needs. In Doncaster, this is known as the Universal Level of Support.
- Those children for whom concerns may have been raised by either the school or the family will be monitored by the class team. It may be judged that the child may require time-limited support in addition to inclusive High-Quality Teaching in order to secure effective learning and increase their rate of progress. A specific programme of intervention to address a particular gap in learning or a need as a result of a particular experience will be introduced over a specified period of time. Staff will observe the impact of this support and gather enough evidence to have a consistent impression over time. In Doncaster, this is known as the Universal Plus Level of Support.
- Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEND.

6.4 Examples of Curriculum Access and Provision

(This is available to all children and young people across the Graduated Approach for SEND)

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways, using the Graduated Approach for SEND. We use a combination of approaches to address targets/outcomes identified for individual children.

Targeted and Individualised Provision

Where high-quality teaching alone does not sufficiently address an identified barrier, pupils may receive targeted or individualised support through the school's internal graduated response.

Named provision at The Levett School includes:

- Thrive – individual and group approaches to support social and emotional development and wellbeing;
- ELSA (Emotional Literacy Support Assistant) provision;
- HALT and other targeted emotional-regulation approaches;
- Senior Teaching Assistant support and mentoring;
- Individualised regulation plans;
- Sensory circuits;
- Lego Therapy;
- Play for Purpose;
- Targeted literacy and reading intervention, including 1:1 phonics;
- Text Led and other targeted reading approaches;
- PSHE-based social and emotional learning;
- Mindfulness and other regulation activities;
- Restorative conversations;
- Targeted sports and art activities;
- Travel training and preparation for increased independence;
- Targeted transition and reintegration support; and
- Additional trusted-adult or adult support where assessment identifies this as necessary.

Provision is selected according to assessed need and is reviewed to determine whether it is having an impact.

6.5 Monitoring and Evaluation of progress

(This is available to all children and young people across the Graduated Approach for SEND)

We constantly monitor the progress of all children. This enables us to quickly identify those children who are underachieving and those who have high incidence (low need) special educational needs. We use a combination of approaches to monitor and evaluate the progress of individual children.

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation
- scrutiny of planning and level of differentiation and use of classroom resources
- provision mapping of support across the school
- monitoring by the SENDCo, the curriculum leads and the Senior Leadership
- informal feedback from all staff
- child and parental/carers questionnaires and conversations
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- regular meetings about children's progress between teachers and the head teacher
- head teacher's report to parents/carers and governors

6.6 SEND Support provision, monitoring and review using the school's delegated additional needs funding (In Doncaster, this is defined as the Targeted level of support)

Following a monitoring process and after an appropriate period of time, if a child is requiring substantial 'additional to or different from' support, they will need special educational provision to be made for them. The Children and Families Act 2014 and the SEND Code of Practice 2014 (updated 2015) defines this level as *SEND Support*.

A meeting will be held with the parent, carer or family to discuss the child's next steps.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEND Support is as follows:

- the class teacher, sometimes with the SENDCO, will discuss with parents/carers if we feel that their child requires SEND Support;
- SEND support will be in place when a child's needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer;
- we will use the latest Local Authority's guidance on SEND Descriptors;
- we will agree short term outcomes which should enable progress towards longer term outcomes that should be reviewed at least three times each academic year (approximately termly) with parents/carers and their child as appropriate, using the school's SEND Support Plan (SSP) recording document, including the record of the Review meeting of the outgoing Plan;
- outcomes will address the underlying primary and secondary reasons why a child is having difficulty with learning;
- The child/young person is then entered onto the SEND Register, marked with the code 'K' for census purposes
- Our SSPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as a working document which can be constantly refined and amended;
- our SSPs will be accessible to all those involved in their implementation – children should have an understanding and 'ownership' of their SSP and their outcomes;
- our SSPs will state what the child can do, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- outcomes for a SSP will be arrived at through:
 - discussion, wherever possible, with parents/carers, teachers, support staff and the child
 - discussion with other practitioners at the appropriate point of the Graduated Approach
 - classroom observations by the school's Special Educational Needs Co-ordinator (SENDCO) and other Senior leaders;
- our SSPs will be time-limited – at termly review, there will be an agreed "Where to next?"

This agreed, finalised SEND Support Plan will then initiate the process of Assess, Plan, Do, Review for SEND Support. There will be ongoing observation, assessment, target setting and monitoring arrangements in place.

Where the child's class teacher, SENDCO and parent/carer agree that the child has made good progress, it may be appropriate for needs to be met through effective class-based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEND Support and would be stepped down to an appropriate lower level of the Graduated Approach.

Every school has a whole school, financial-year, annual budget made up of core funding per child on roll at a point in time. The school receives an annual notional SEND budget which is calculated based upon a formula agreed by schools locally each financial year. This is known as the 'Element 2 Funding' or the 'SEND Notional Funding'. The school is responsible for directing this funding towards any child on the SEND Register in order to meet their individual and specific needs, for a bespoke amount, *up to* £6,000 per year for each individual child. Not all children and young people at SEND Support will require the highest amount of funding.

Funding from the notional SEND budget will only be allocated to children and young people at the SEND Support or higher levels of need, and should not be used for children and young people working at lower levels of need (i.e. those accessing High Quality Teaching or Universal/ Universal Plus levels of support).

The whole school provision map of the Element 2 Funding enables us to:

- plan strategically to meet children's identified needs and track their provision;
- audit how well provision matches need;
- recognise gaps in provision;
- highlight repetitive or ineffective use of resources;
- cost provision effectively;
- demonstrate accountability for financial efficiency;
- demonstrate to all staff how support is deployed;
- inform parents/carers, the Local Authority, external agencies and Ofsted about resource deployment;
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Section 7: High-Needs Provision, including Requesting Statutory Education, Health and Care Assessment

For some children with SEND at SEND Support (Doncaster's Targeted Level of support), despite the school, family and a multi-agency approach working collaboratively to put in place all relevant and purposeful interventions and support, expected progress is not made, or progress is only possible through this level of support remaining in place for the longer term. They may require significant amounts of 'additional to and different from' provision in order to secure effective learning and increase the rate of progress. At this point, in Doncaster, this is defined as the Targeted Plus Level of Support of the Graduated Approach for SEND.

External agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision. Regular, multi-agency meetings will be held to coordinate provision.

If it is felt that the provision cannot be sustained without significant additional funding to the £6000 directed to the child/young person from the school's notional SEND Funding, a request can be made to the Pyramid Funding Panel to which the school belongs. At these Panels, if the child/young person meets the eligibility criteria, their case is presented to the Panel for review. There is specific application documentation to complete, in addition to the Support Plan in place, evidencing the Graduated Approach

over time as described in this section. Decisions are made in relation to this evidence and cases may be directed to complete additional work or to other Panels.

When specialist equipment or a high level of staffing support is required to support a child with SEND, our school will fund this as part of additional SEND support up to £6,000 per year for each individual child. Children and young people with no SEND but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

For some children and young people, additional provision and support will need to be deployed for the foreseeable future in order to meet their complex needs and planned outcomes effectively. At this point, in Doncaster, this is defined as the Specialist Level of Support of the Graduated Approach for SEND.

A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEND Team before a request is submitted. If appropriate, a Request for Statutory Assessment for an EHC will be made. If accepted for Assessment, the process will take 20 weeks from the date the Request was received by the Local Authority, at which point, a conclusion will be reached.

Section 8: Education Health and Care Plans

Once a child/young person's Education, Health and Care Plan has been finalised, their status on the SEND Register is changed, marked with the code 'E' for census purposes. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

Children with an Education, Health and Care Plan will have access to all arrangements for children in receipt of SEND Support. In addition to this, those with an Education, Health and Care Plan will have an Annual Review of their Plan.

The progress of children with an EHCP will be formally reviewed at an Annual Review. This process will take place with the child and family voice included. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice January 2015.

The provision for a child or young person will be funded from the school's notional SEND budget, and potentially with additional funding from the Local Authority (from the high-level needs funding block of the dedicated schools grant).

Section 9: Management of SEND within our school

9.1 General

The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs & Disabilities Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy. The Designated Teacher for Looked

After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care and will work in close partnership with the SENDCO where a child may also have SEND.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

9.2 Head teacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Ensure that Inclusion and Belongingness runs through all whole school policies and will aim to remove barriers to attendance and inclusion for all learners.
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the Local Authority to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the Local Authority when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the Local Authority in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

9.3 The governing board/ board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the Local Authority in reviewing the provision that is available locally and developing the local offer
- Ensure that Inclusion and Belongingness runs through all whole school policies and will aim to remove barriers to attendance and inclusion for all learners.
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND

- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

9.4 The SEND Link Governor

Name of the SEND Link Governor: L Camaish

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

9.5 Special Educational Needs and Disabilities Coordinator (SENDCO)

The SENDCO at our school is: Emma Place

The SENDCO can be contacted by:



Miss Emma Place (SENDCo)

Tel: 01302 390761

Email: eplace@levett.doncaster.sch.uk

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

Our SENDCO will:

- Have the responsibility for the operation of this SEND policy and the co-ordination of provision designed to support the needs of individual pupils with SEN, including those who have EHC Plans
- Review information for SEND and Inclusion to ensure the accuracy of the school's SEND Information Report, making any updates to this policy
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, with the Head Teacher, and co-operate with the Local Authority in reviewing the provision that is available locally and in developing the local offer
- Work with the headteacher and SEN governor to develop the strategic direction of the SEND policy and provision in the school, in addition to ensuring that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- Strategically support the quality of teaching by advising teachers and support assistants on the Graduated Approach for SEND
- Work with the headteacher and teaching staff to secure processes for the early identification of need, using a range of identification strategies and tools. To reflect and reinforce the quality of teaching through identifying any patterns in the school's identification of SEND, both within the school and in comparison with national data.
- Suggest ideas for adaptive teaching strategies and differentiated teaching methods appropriate for individual pupils accessing support at the different levels of the Graduated Approach
- Contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development
- Ensure the quality and consistency of targets/outcomes set by class teachers, as recorded on Support Plans
- Regularly evaluate the impact and effectiveness of all interventions for children with SEND
- Maintain and analyse the whole-school provision map, advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively. This includes oversight of the provision for pupils in receipt of High Needs Funding and through Education, Health and Care Plans
- Use the Local Authority guidance when considering when to apply for additional external agency support and funding
- Ensure that records of all pupils with SEND and additional needs are up to date and accurate
- Be a point of contact for external agencies, including the Local Authority and NHS Trust and work with external agencies to make sure that appropriate provision is provided.
- Co-ordinate multi agency meetings and statutory Annual Reviews for pupils with Education, Health and Care Plans.
- Inform parents or carers that their child may have a SEND in partnership with a pupil's class teacher. Ensuring that all families receive timely information from the school regarding their child's needs, provision and progress
- Ensure that families have access to the location of the Local Authority's SEND Local Offer
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned. When a move is taking place, make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Liaise with the relevant Designated Teacher where a pupil who has 'Looked After' status also has identified SEND needs .

9.6 Classroom and subject teachers

Teachers are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENDCO and specialist staff.

Our teachers will:

- Meet special educational needs under the guidance of the SENDCO and Head teacher;
- Planning and providing high-quality teaching that is adapted to meet pupil needs and their outcomes through a graduated approach, including those at SEND Support and with an Education, Health and Care Plan
- The progress and development of every pupil in their class, including those with additional needs and SEND. To have high aspirations for every child and young person
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching

- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns, seeking their views and agree their aspirations for the pupil

9.5 Learning Support/Teaching Assistants

- LSA/TAs are part of our whole school approach to SEND working in partnership with the classroom/subject teacher and the SENDCO.
- We ensure that our LSA/TAs receive a clear programme of CPD for TAs across the school, which focuses on learning strategies and outcomes
- Our LSA/TAs are most effective when the support they give is focused on the achievement of specific outcomes.
- LSA/TAs can be part of a package of support for the individual child but are never to be a substitute for the teacher's involvement with that child and their access to direct High-Quality Teaching in an inclusive environment

Section 10: Partnership with Parents, Carers and Families

Our school aims to work in partnership with parents, carers and families. The parents and carers of children and young people will be given the opportunity to be fully involved and their views taken into account when collaborative decisions are being made about their child. We will involve parents and carers by:

- making families feel welcome;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- empowering parents and carers to feel that they can raise concerns about their child's needs, development and progress and discuss this with the school
- securing confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need, taking these into account when discussing aspirations;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets/outcomes for all children, in particular, those not making expected progress;
- meeting with parents and carers of those children/young people on the SEND Register to review the targets/outcomes set on the SEND Support Plan, and the provision in place, at least three times each academic year (at least termly). The details of this meeting will be recorded and the parents/carers involved in the new Plan produced;
- inviting parents and carers to provide information about the impact of SEND Support outside school and informing staff of any changes in need;
- giving an annual report on their child's progress;
- keeping parents and carers informed and giving support during educational or medical assessments and any related decision-making process;
- working effectively with all other agencies supporting children and their parents/carers;

We aim to raise awareness of the information, advice and support about SEND and additional needs available to families. We will do this through:

- providing a link to Doncaster's SEND Local Offer via our school's website;
- making parents and carers aware of sources of information, advice and support;
- providing all information in an accessible way for parents/carers with English as an Additional Language;
- producing a SEND Information Report that will be published on the school website; and
- publishing information about the Pupil Premium (expenditure & impact) on the school website.

Section 11: Involvement of Children and Young People

The views of children and young people will be taken into account in making decisions that affect them, whenever possible.

Children and young people have the right to be involved in making decisions and exercising choice. In most lessons, all children and young people are involved in monitoring and reviewing their individual progress through the use of layered targets/outcomes. We endeavour to involve all children fully by encouraging them to:

- share their views about their SEND, education and learning;
- identify their strengths and achievements;
- identify their needs and challenges within their learning;
- contribute towards individual target/outcome setting across the curriculum so that they know what their short term outcomes are and why they have them;
- self-review their progress and set new targets/outcomes, ideally as part of the APDR meeting process (if appropriate);
- giving feedback on the effectiveness of interventions, monitoring their success at achieving the targets/outcomes on their SEND Support Plan;
- create a Pen Portrait/One Page Profile/Pupil Passport of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

All children and young people should feel that they are part of their school community. As a school we have signed up to Doncaster's Inclusive Charter Framework. By doing this we commit to a definition of Inclusion as belonging - "Belongingness".

Section 12: Safeguarding

Please refer to our Safeguarding/ Child Protection Policy.

We recognise that children and young people with SEND can face additional safeguarding challenges. Children and young people with SEND, especially those with a disability or certain medical conditions, can be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs of being abused than their peers.

We recognise the additional risks for those children and young people with SEND can face with regards to abuse, exploitation and neglect. These children and young people can also be vulnerable when online from bullying, grooming and radicalisation.

Staff are alert to the specific needs of children and young people with SEND. Additional barriers for this group can exist when recognising abuse, exploitation and neglect in this group.

For further details of the pastoral support we offer pupils with SEND and additional needs, please see our Safeguarding/ Child Protection Policy. This also explains the support we provide to help children and young people overcome any communication barriers.

Section 13: Supporting Pupils at School with Medical Conditions

Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. For these children, their medical needs will be recorded through a Healthcare Plan.

Some children, however, may also have special educational needs (SEND) and may have a Statement, or may have an EHCP which brings together health and social care needs, as well as their special educational provision.

The Levett School recognises that some pupils may have medical conditions which require additional support to enable them to access education safely and successfully. The school is committed to ensuring that pupils with medical conditions are supported appropriately and are able to participate in school life as fully as possible.

The school follows its Supporting Pupils with Medical Conditions Policy, which sets out the arrangements for identifying, assessing and supporting pupils with medical needs.

Identification and planning

Information about a pupil's medical condition is gathered as part of the admission and transition process and is updated where there is a change in need. Parents and carers are asked to provide relevant information about their child's condition, medication, treatment, triggers, symptoms and emergency procedures.

Where a pupil requires ongoing support, the school will develop an appropriate Individual Healthcare Plan (IHP), where required. This is developed in partnership with parents/carers and, where appropriate, the pupil and relevant healthcare professionals.

An IHP will identify, as appropriate:

- the pupil's medical condition and individual needs;
- medication and treatment requirements;
- symptoms, triggers and signs of deterioration;
- actions to be taken in an emergency;
- support required during the school day;
- arrangements for activities, educational visits and off-site provision;
- staff who have responsibility for providing or supporting medical care;
- training requirements for staff; and
- arrangements for reviewing the plan.

Healthcare plans are reviewed when there is a significant change in the pupil's medical needs, following a significant medical incident, or in line with the school's agreed review arrangements. Parents/carers are encouraged to inform the school promptly of any changes to a pupil's condition or treatment.

Medication

The school has arrangements for the safe storage, administration and recording of medication in accordance with its Medical Conditions Policy.

Medication is only administered by appropriately trained and authorised staff and in accordance with the relevant parental/healthcare instructions. Records are maintained of medication administered, including the date, time, medication and staff member responsible.

Emergency medication and equipment, such as inhalers, adrenaline auto-injectors or other prescribed emergency medication, are stored and accessed in accordance with the pupil's individual healthcare arrangements.

Staff training

Where pupils have medical conditions requiring specific support, relevant staff receive appropriate information and training.

Training may include support with:

- asthma and use of inhalers;
- allergies and anaphylaxis;
- administration of prescribed medication;
- diabetes;
- epilepsy;
- emergency procedures;
- identifying deterioration or signs of a medical emergency; and
- any other condition requiring specific individual support.

Training needs are identified through the pupil's healthcare plan and advice from relevant healthcare professionals.

Emergency arrangements

The school has procedures for responding to medical emergencies. Staff are expected to follow the pupil's Individual Healthcare Plan and the school's emergency procedures.

Where an emergency occurs, appropriate first aid or medical assistance is provided and emergency services are contacted where necessary. Parents/carers are informed in accordance with the circumstances and the school's procedures.

Access to learning and school activities

A medical condition should not unnecessarily prevent a pupil from accessing the curriculum or participating in school life. Staff consider reasonable adjustments to enable pupils to participate safely in:

- classroom learning;
- physical education;
- break and lunchtime activities;
- educational visits;
- off-site learning;

- enrichment activities; and
- transition and reintegration arrangements.

Risk assessments are undertaken where a medical condition creates additional risks, and individual healthcare arrangements are considered when planning activities and visits.

The school works with parents/carers and healthcare professionals to identify appropriate adjustments and ensure that pupils are supported to develop independence in managing their medical condition wherever appropriate.

Confidentiality and information sharing

Relevant medical information is shared with staff who need the information to keep the pupil safe and provide appropriate support. Information is handled sensitively and in accordance with the school's confidentiality and data protection arrangements.

The school aims to ensure that staff have sufficient information to respond appropriately while respecting the pupil's privacy and dignity.

Review and monitoring

The effectiveness of arrangements for supporting pupils with medical conditions is monitored by the school and reviewed when individual circumstances change.

Parents/carers are encouraged to raise concerns or provide updated information so that arrangements can be reviewed promptly.

The full arrangements are set out in the school's Supporting Pupils with Medical Conditions Policy:

Section 14: Attendance

Many children and young people with SEND face complex barriers to attendance. Their right to an education is the same as any other child and young person and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting children and young people who are absent from school due to their SEND is set out in our attendance policy.

Section 15: Effective Transition

Placement, Review and Transition

The Levett School provides time-limited placements of either 32 or 48 weeks, depending on the individual needs and circumstances of the pupil and the agreed placement arrangements.

The purpose of the placement is to provide a structured period of education and support during which the pupil's needs, barriers to learning, engagement, progress and readiness for their next stage of education can be assessed and addressed. Transition planning is therefore an integral part of the placement from the point of admission.

Partnership with parents and mainstream schools

The Levett School works in partnership with parents and carers and, where appropriate, the pupil's mainstream school throughout the placement.

During the placement, parents/carers and mainstream schools are invited to attend at least two Parent Open Days. These provide opportunities to see the pupil's learning and provision, discuss progress with staff and strengthen communication between home, The Levett School and the pupil's mainstream setting.

Parents/carers also have two formal review meetings with their child's class teacher during the placement. These meetings provide an opportunity to:

- review the pupil's progress and engagement;
- discuss academic, social and emotional development;
- review SEND provision and interventions;
- consider the effectiveness of strategies and adaptations;
- share pupil, parent/carer and school views;
- identify any emerging needs; and
- consider the pupil's readiness and next steps.

Where additional concerns or significant changes arise, further meetings may be arranged as required.

Transition planning

The Levett School begins transition planning throughout the placement rather than waiting until the placement end date.

Eight weeks before the agreed end-of-placement date, the SENDCo will lead a Transition Planning Meeting with the relevant professionals, parent/carer and receiving or mainstream school, where appropriate.

End-of-placement report

At the end of every placement, all parents/carers and the pupil's mainstream school receive an End-of-Placement Report.

The report provides a summary of the pupil's time at The Levett School and includes, as appropriate:

- attendance and engagement;
- academic progress and attainment;
- social and emotional development;
- SEND identified and provision provided;
- interventions and strategies used;

The report forms part of the transition information shared with the receiving setting and is intended to support continuity, ensuring that successful approaches and identified needs are understood beyond the pupil's placement at The Levett School.

- For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.
- During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEND this may include

additional familiarisation visits, buddy bonding activities, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.

- When children are due to leave our school, they and their parents and carers will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- We will discuss transition needs of all children with Statements of SEND or an Education Health and Care Plans at their statutory Annual Reviews.
- A transition timeline will be produced and shared with the family.
- For children with an Education Health & Care Plan in transition years, the SENDCO will also attend any Annual Reviews for the children at their feeder school if invited.

Section 16: Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school*).

Our arrangements for the admission of prospective pupils with a disability and prospective pupils with SEN

The Levett School is a Local Authority maintained Pupil Referral Unit (PRU) providing specialist SEMH provision for pupils who meet the school's agreed admission criteria.

Admissions are managed in partnership with Doncaster Local Authority, mainstream schools, parents/carers and other professionals. Where a pupil has SEN or a disability, information about their needs, strengths, barriers to learning, EHCP outcomes and existing provision is considered as part of the admission and placement planning process.

The school does not discriminate against prospective pupils because of disability or SEN. Where a placement is being considered, the school works with the Local Authority and the pupil's current school to determine whether The Levett School can appropriately meet the pupil's identified needs within its specialist provision, staffing, resources and agreed remit.

Where appropriate, information is gathered through consultation, professional reports, EHCP documentation, school records and discussions with parents/carers. Reasonable adjustments are considered to support pupils with disabilities through the admission and transition process.

Before admission, the school works with relevant professionals and the current school to gather appropriate information and plan a safe and effective transition. This may include consideration of the pupil's SEND needs, risk and safeguarding information, communication needs, medical requirements, curriculum access and any reasonable adjustments required.

Where there are concerns about the suitability of a proposed placement, these are discussed with the Local Authority through the appropriate statutory processes rather than the pupil being excluded through an informal admissions process.

How our oversubscription criteria avoids unfairly disadvantaging prospective pupils with SEN or a disability

The Levett School is a specialist PRU and therefore admissions are based on the school's agreed admission arrangements and the pupil meeting the criteria for the provision. Decisions are not based on a pupil's disability or SEN diagnosis alone.

Where there is greater demand for places than the school has available, the school works with Doncaster Local Authority to apply the agreed admission arrangements consistently and fairly. The school considers the individual circumstances and identified needs of pupils within the statutory framework governing PRU admissions.

Pupils with SEN or disabilities are not unfairly disadvantaged because they require reasonable adjustments, additional support or adaptations. Relevant information about a pupil's needs is considered when planning admission and transition, including accessibility, communication, medical and support requirements.

Where a pupil has an EHC plan naming The Levett School, their statutory entitlement is considered separately from the allocation of other available places. The school works with the Local Authority to ensure that admission arrangements comply with the pupil's EHC plan and relevant statutory duties.

The school also considers whether reasonable adjustments are required during visits, meetings, assessments and transition activities so that disability or SEN does not create an unnecessary barrier to accessing the admissions process.

Section 17: Exam Access Arrangements

See Section 5: Definitions of Special Educational Needs and of Disability

Sub-section 5.7 for information about our Accessibility Plan (and Policy and Audit). This Specifies the steps taken to prevent disabled pupils from being treated less favourably than other pupils.

Section 18: Storage of Records

The Levett School is committed to protecting the personal data and confidential information of pupils, families and staff. Information is managed in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, statutory education requirements and the school's policies and procedures for information management, data protection and confidentiality.

The school only collects and retains information that is necessary for the effective education, safeguarding, care and support of pupils, or where there is a legal requirement to do so. Information is handled securely and access is restricted to staff who require it for their role.

Staff are expected to maintain confidentiality and to ensure that personal information is not disclosed to individuals who are not authorised to receive it. Information is shared on a need-to-know basis, with appropriate consent where required, or where there is another lawful basis for sharing information. Safeguarding information may be shared without consent where this is necessary to protect a child or young person.

Retention and disposal of information

The school follows its Information Management and Records Retention arrangements when determining how long different types of information should be retained. Retention periods reflect statutory requirements, regulatory guidance and the operational needs of the school.

Records are reviewed and securely disposed of when the relevant retention period has expired and there is no continuing legal, safeguarding or operational reason to retain them. Confidential information is disposed of securely so that it cannot be reconstructed or accessed by unauthorised individuals.

Where information is required for ongoing safeguarding, legal, statutory or educational purposes, it is retained for the appropriate period in accordance with the school's retention requirements.

Access to information

Parents/carers and pupils have rights in relation to their personal data under data protection legislation. Requests for access to personal information are managed in accordance with the school's data protection procedures and statutory timescales.

Staff receive appropriate guidance on data protection, confidentiality and secure handling of information. The school also takes appropriate action where there is a suspected loss, unauthorised disclosure or other data breach, including following the school's data breach procedures and reporting to the relevant authority where required.

Transfer of information when pupils move between settings

The Levett School recognises that the accurate and timely transfer of information is particularly important when pupils join or leave the school.

When a pupil joins The Levett School, relevant information is requested from the previous setting and, where appropriate, from the Local Authority and other professionals involved with the pupil. This may include:

- pupil and family information;
- attendance and educational records;
- SEND information and provision;
- EHCP documentation and review information;
- safeguarding information;
- relevant medical information and healthcare plans;
- assessment and progress information;
- information about successful reasonable adjustments and access arrangements;
- behaviour, pastoral and risk-management information where relevant; and
- information required to support a safe and successful transition.

When a pupil leaves The Levett School, relevant records are transferred securely to the receiving school or setting in accordance with statutory requirements, data protection legislation and the school's information management procedures.

For pupils completing their 32- or 48-week placement, transition planning begins in advance of the placement end date. The SENDCo coordinates the sharing of relevant information with the pupil's mainstream or receiving setting to support continuity of education and provision. This includes information

about the pupil's identified needs, provision, progress, successful strategies, reasonable adjustments and any outstanding transition actions.

Where a pupil has an EHCP, the school works with the Local Authority, parents/carers and receiving setting to ensure that relevant statutory information is available to support the pupil's transition.

Information is transferred using secure and appropriate methods. The school does not disclose personal or confidential information through insecure or unauthorised channels.

The school aims to ensure that information follows the pupil appropriately, while maintaining the confidentiality, security and lawful use of personal data throughout the transfer process.

Section 19: Complaints

If there are any complaints relating to the provision for children and young people with SEND in school, these should first be raised through the school.

Complaints should be raised following the school's Complaints Policy:

[**complaints-procedure-and-policy-2.pdf**](#)

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the Class Teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will be handled in line with the school's Complaints Policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

Parents, carers and families can contact Doncaster SENDIAS. SENDIAS is an independent service, providing information, advice and support to parents, carers, children and young people in relation to SEN and disability and related health and social care issues. Further information on SENDIAS and how to contact the team can be found through Doncaster's SEND Local Offer or by following the link: [**Doncaster SEND Information, Advice and Support Service \(SENDIAS\) - City of Doncaster Council**](#)

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [**SEN Code of Practice**](#).

Section 20: Other Key Members of Staff in our School

Designated Teacher with specific Safeguarding responsibility: Emma Place

Staff responsible for managing PPG/LAC funding: Emma Place/Bev Jones

Staff responsible for managing the school's responsibility for meeting the medical needs of children and young people: Emma Place/Kian Hayes

Section 21: Links with Other Services

All services contribute to Doncaster's SEND Local Offer for parents, carers and families. This website is regularly updated and has all contact details and information regarding these services.

Staff will use their knowledge, skills and expertise of supporting children and young people with SEND. Where a child or young person's needs cannot be met through the existing expertise of staff, the input of an appropriate outside agency will be sought. Doncaster has systems and processes in place to access and refer into professional involvement and these agencies will be involved at the appropriate time. Given the specific needs of some children and young people (such as a disability or condition), there are outside agencies who will wish to be involved from an early level of support. For others, the expectation will be that there is observation, evidence and assessment gathered over time through the Assess, Plan, Do, Review cycles.

A list of agencies and services who support us to help our pupils is recorded in our SEND Information Report

Section 22: Information on where Doncaster Local Authority's Local Offer is Published

[*Doncaster Local Offer Special Educational Needs & Disabilities \(SEND\) - City of Doncaster Council*](#)

<https://www.doncaster.gov.uk/services/schools/local-offer-send>

Section 23: Reviewing this SEND Policy Document

23.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND Policy. We will do this by evaluating whether or not we are meeting our Aims and Objectives of our approach to SEND, Inclusion, Belongingness and Equal Opportunities, as set out in Section 4 of this SEND Policy.

23.2 Monitoring this policy

This policy will be reviewed by *Emma Place and the Management Committee every year*. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.