

The Levett School



The Levett School

Positivity | Determination | Reflection | Integrity

Special Educational Needs and Disability (SEND) Policy

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Doncaster
Council

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NOTE: Child/ children are used throughout to refer to children and young people unless a quote e.g. from the Code: individual schools should adapt as necessary

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
https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf
 - Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf
 - Statutory Guidance on Supporting pupils at school with medical conditions, December 2015
 - <https://assets.publishing.service.gov.uk/media/5ce6a72e40f0b620a103bd53/supporting-pupils-at-school-with-medical-conditions.pdf>
 - Education Inspection Framework September 2019, with the subsequent updates
 - <https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023>
 - Teachers Standards 2012
 - https://assets.publishing.service.gov.uk/media/5a750668ed915d3c7d529cad/Teachers_standard_information.pdf
 - National Inclusion Statement
 - <https://www.gov.uk/government/publications/equality-diversity-and-inclusion-statement-early-career-framework-and-national-professional-qualification-inspection-framework-and-handbook/equality-diversity-and-inclusion-statement-ecf-and-npq-inspection-framework-and-handbook>
 - Relevant Curriculum frameworks/ document (National curriculum, EYFS framework, etc.)
https://assets.publishing.service.gov.uk/media/5a81a9abe5274a2e8ab55319/PRIMARY_national_curriculum.pdf
- https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf

2.2 Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility 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.
<https://levett.doncaster.sch.uk/send/send-information-report>
- 2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at:
<https://levett.doncaster.sch.uk/send/send-code-of-practice>

Section 3: Profile and Values

3.1 Our School Profile

At The Levett School we are dedicated to creating a supportive and dynamic learning community where every individual is empowered to thrive. Anchored by our core values of **positivity**, **integrity**, **determination**, and **reflection**, we inspire pupils and staff alike to strive for excellence, reaching their fullest potential—academically, socially, and emotionally.

We foster a culture of **positivity**, where optimism, encouragement, and kindness are at the heart of everything we do. We believe that **integrity** forms the foundation of our actions, empowering us to make honest, respectful, responsible and ethical decisions in all we do. Our commitment to **determination** drives us to face challenges with resilience and perseverance, helping every pupil develop the confidence to pursue their goals and achieve success. Finally, we embrace the power of **reflection**, we commit to continuous learning, nurturing the ability to assess, adapt, and improve, both in the classroom and beyond.

Together, we are building a school where every voice is valued, every effort is celebrated, every individual is equipped to contribute and curiosity flourishes - preparing pupils not just for academic achievement, but for a lifetime of thoughtful, principled, and meaningful engagement with the world around them.

The Levett School is a Pupil Referral Unit in Doncaster that provides an educational provision for Key Stage 1/2 and early Key Stage 3 pupils who have been permanently excluded or at risk of permanent exclusion.

3.2 Our School Values

The Levett School celebrates four core values: Integrity, Reflection, Determination and Positivity.

These core values are part of our school culture and are taught and reinforced through a programme of learning and our work with pupils alongside our therapeutic and academic curriculum. They are our school's golden thread and we promote the values in every classroom with the aim to 'light them up'. Each value represents a colour and when this value is demonstrated by a pupil they get to switch the light on and a celebration is acknowledged.

The aim is to work together as a class team to turn on a complete set of lights. These lights are reset at least twice a day, for morning and afternoon sessions and all pupils have the opportunity to work towards

them. It's a great visual to visitors and everyone in school, to be able to see the work pupils are doing to achieve the lights and a real conversation starter when you pop into class!

Our vision will be supported by

OUR VALUES

WE EMBRACE THE BRITISH VALUES OF

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs and those without faith and we are committed to equality

WE WILL ENCOURAGE

- The expectation of respect
- the understanding that with rights goes responsibility

Section 4: Aims and Objectives of our approach to SEND

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
- encourage high levels of participation from children, 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 "whole child, whole school" 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 differentiated 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 (SENCo) 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.

Section 5: Definitions of SEND 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 him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has 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. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching (Quality First Teaching).

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

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), including (formerly called) Asperger's Syndrome and Autism, 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 (dyslexia), numeracy difficulties (dyscalculia) and motor difficulties (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://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

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 will not necessarily have a 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 difficulties in 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.

Levet School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of pupils and their parents in decision-making
- The identification of pupils’ needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents over their support
- Successful preparation for adulthood, including independent living and employment

Section 6: Graduated approach to identifying if a child requires SEND Support (reference to SEND Information report requirements)

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

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

- Quality First Teaching provision, using differentiated 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)
- 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.
- Baseline assessments are gathered from professionals during the admissions meetings and The Levett School provide further assessments using IXL, Little Wandle and Teacher Assessment to gather further information.

6.2 General provision for **all** children using core school funding

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

- All children will have access to well-differentiated, Quality First 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 Quality First 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 Quality First 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.

6.3 Examples of Curriculum Access and Provision

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

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.

- teachers differentiate learning activities as part of quality first teaching
- preparation for new learning experiences and vocabulary development
- low level, short term, evidence-based intervention programmes
- targeted additional adult group and, where appropriate, individual support
- bilingual support/access to materials in translation
- using the information, resources and training as provided through Doncaster's Graduated Approach for SEND
- differentiation of curriculum resources
- study buddies/cross age tutors
- homework/learning support club
- **SMART** target setting
- booster intervention groups
- emotional care/ nurture, friendship and support groups
- co-ordination/ motor skills and handwriting support groups
- support to participate in the life of the school

6.4 Monitoring and Evaluation of progress

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

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
- informal feedback from all staff
- child and parental 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 and Management Committee

6.5 Additional 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) has introduced SEND Support to replace School Action and School Action Plus from September 2014.

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 SENCo, will discuss with parents if we feel that their child requires SEND Support;
- additional 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 and medium-term outcomes 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 reasons why a child is having difficulty with learning;
- 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 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 (SENCo) and other Senior leaders;
- our SSPs will be time-limited – at termly review, there will be an agreed "where to next?"
- our SSPs will be based on informed assessment and a decision will be made to include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time.

Where the child's class teacher, SENCo and parent 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.

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 SEND Notional 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 *up to* £6,000 per year for each individual child. This amount of funding will only be allocated to children with this level of need – not all children at SEND Support level will require this amount of funding.

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

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

Section 7: Request for 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. 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 recognised through defining this as the Specialist 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.

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 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 additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. 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 accepted for Assessment, the process will take 20 weeks from the date received by the Local Authority, at which point, a conclusion will be reached.

Section 8: Education Health and Care Plans

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.

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 (SENCo). The SENCo 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 SENCo 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.

At The Levett School, we recognize the importance of equipping our staff with the necessary knowledge, skills, and understanding to effectively support pupils with Special Educational Needs and Disabilities (SEND). To achieve this, we have established robust systems for staff induction, ongoing professional development (CPD), and engagement with local and national networks.

New Staff Induction

All new staff members receive a comprehensive induction that includes:

- An overview of The Levett School's SEN Policy and practices.
- Information on the different types of SEND and associated strategies for support.
- Training on safeguarding and child protection, with a focus on vulnerable learners.
- Introduction to key policies and procedures relating to behaviour, trauma-informed practice, and communication strategies.
- An understanding of the graduated response (Assess, Plan, Do, Review) for SEN support.

New staff are also introduced to our multi-disciplinary team and external agency links, ensuring clarity on who to approach for further guidance and support.

Whole School and Targeted CPD Priorities

We are committed to ongoing professional development for all staff to ensure high-quality teaching and learning for pupils with SEND. Our CPD priorities include:

- **Whole School Training:** Regular whole-school training sessions focus on inclusive classroom practices, trauma-informed approaches, behaviour management, and differentiation strategies.
- **Targeted CPD:** Specific staff members receive targeted CPD based on their role and the specific needs of pupils they support. This includes interventions for Autism Spectrum Condition (ASC), Attachment Disorders, Emotional and Social Behavioural Needs, and Speech, Language and Communication Needs (SLCN).

- **Specialist Workshops:** Opportunities to engage with specialist training such as Team Teach, Restorative Practices, and Sensory Processing Strategies.
- **Reflective Practice:** Staff are encouraged to engage in reflective practice, sharing strategies and outcomes during team meetings to promote collective learning and best practice.

Membership of Local and National Network Forums

The Levett School values collaboration and learning from broader networks to enhance our provision for pupils with SEND. We are proud members of:

- **Local SENCO Networks:** Regular attendance at local SENCO forums ensures we stay informed of regional developments, local authority updates, and best practice sharing.
- **National SEN Networks:** Engagement with national forums, such as the National Association for Special Educational Needs (NASEN), enables us to remain up to date with national policies, legislative changes, and innovative practices.
- **Multi-Agency Networks:** We collaborate with local health and social care services, educational psychologists, and specialist providers to ensure a joined-up approach to support.

These networks allow us to reflect on our practice, share our experiences, and bring back innovative ideas to further support our learners.

9.2 Head teacher

The Headteacher is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn.

9.3 Special Educational Needs and Disabilities Coordinator (SENCo)

Our SENCo will oversee the day- to-day operation of this policy and will:

- Where a SENCo appointed after 1st September 2008 has not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve the National Award for Special Educational Needs Coordination within 3 years of appointment.
- strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- maintain and analyse our whole-school provision map for vulnerable and disadvantaged children
- identify on the provision map those children requiring SEND support from the school's delegated budget, children in receipt of High Needs funding and with Statements of Special Educational Need or Education Health and Care plans
- co-ordinate provision for children with SEND
- liaise with and advise teachers and other classroom / targeted support staff
- manage the records on all children with SEND
- liaise with parents of children with SEND, in conjunction with class teachers
- contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development
- review and revise learning and wider outcomes on SSPs
- co-ordinate multi agency meetings and statutory Annual Reviews for children with a Statement of SEND or Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners
- ensure effective and timely transition arrangements for children moving into and out of our school

- evaluate regularly the impact and effectiveness of all additional interventions for children with SEND
- follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEND may require significant support through statutory processes
- attend SENCo network meetings and training as appropriate
- liaise with the school's SEND Governor, keeping him/her informed of current issues regarding provision for children with SEND
- liaise closely with a range of outside agencies to support vulnerable learners

9.4 Classroom and subject teachers

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

Our teachers will:

- focus on outcomes for every child and the outcome wanted from any SEND support;
- be responsible for meeting special educational needs under the guidance of the SENCo and Head teacher;
- have high aspirations for every child setting clear progress targets; and
- involve parents and the child in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

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 SENCo.
- we deploy our LSA/TAs depending on their level of experience.
- 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.

Section 10: Partnership with Parents/Carers

Our school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;

- making parents and carers aware of sources of information, advice and support;
- providing all information in an accessible way for parents with English as an Additional Language;
- producing an 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 Pupils

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

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in 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;
- monitor their success at achieving the targets on their SEND Support Plan; and
- create a pen portrait or One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

Section 12: 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.

Section 13: Effective Transition

At The Levett School, we recognise that well-planned and personalised transition arrangements are essential for ensuring pupils experience minimal disruption and are fully supported during key changes in their education. Our transition arrangements are designed to provide continuity, build confidence, and reduce anxiety, whether pupils are joining, moving within, or leaving the school.

1. Admission and Entry Transitions:

- **Initial Consultation:** Before a pupil starts at The Levett School, we conduct a multi-agency consultation involving parents, carers, previous settings, and relevant professionals to understand the pupil's needs, strengths, and any barriers to learning.
- **Home Visits and Meetings:** Where appropriate, home visits are carried out to build relationships with families and gather key information in a familiar environment.
- **Induction Programme:** Pupils participate in a tailored induction programme that includes:
 - A tour of the school and introduction to key staff members.
 - A phased start, where necessary, to gradually build confidence and familiarity with the setting.
 - Initial baseline assessments to identify learning needs and support planning.

- **Personalised Transition Plan:** A bespoke plan is created for each pupil, outlining key targets, support strategies, and transition goals.

2. In-Year Transitions:

- **Supportive Handover:** If a pupil transitions between classes or key stages, staff ensure a structured handover of information, including academic, social, and emotional needs.
- **Consistent Keyworker Support:** Keyworkers remain consistent where possible, ensuring continuity of relationships and support.
- **Communication with Parents and Carers:** Regular updates are provided during transitions, with opportunities for parents and carers to ask questions and share concerns.

3. Transition to Further Education or New Provisions:

- **Planning and Preparation:** Transition planning begins at least a year in advance of a pupil leaving The Levett School. This includes discussions with parents, the pupil, and receiving settings.
- **Visits and Taster Sessions:** Supported visits and taster sessions are arranged to familiarise pupils with their next educational setting.
- **Multi-Agency Involvement:** We work closely with external agencies, careers advisors, and post-16 providers to ensure that pupils have the appropriate support and guidance for the next phase of their education.
- **Transition Passport:** Pupils receive a 'Transition Passport,' which includes key information, successful strategies, and personal preferences to share with their new setting.

4. Enhanced Transition for Vulnerable Pupils:

For pupils with SEND, medical needs, or those identified as particularly vulnerable, we implement enhanced transition arrangements that may include:

- More frequent visits to new settings.
- Social stories or visual guides to prepare for changes.
- Additional support from familiar staff during transition periods.
- Collaboration with mental health support services if required.

5. Review and Monitoring:

- Transition plans are reviewed regularly to ensure they are meeting the pupil's needs.
- Pupil progress and well-being are closely monitored, with adjustments made to support strategies if necessary.
- Parent and pupil feedback are sought to improve future transition processes.
- 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/carers 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.
- From Y9 at the earliest we will begin to discuss children's hopes for the future and other aspects in preparing for adulthood
- A transition timeline will be produced and shared with the family.
- For children with an Education Health & Care Plan in transition years, the SENCo will also attend any Annual Reviews for the children at their feeder school if invited.

Section 14: 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*).

Section 15: Exam Access arrangements

At The Levett School, we ensure that all pupils receive appropriate support and adjustments in line with their key stage and age-specific requirements. Our arrangements are designed to reflect the individual needs of our pupils while adhering to the latest DfE guidance and examination board regulations.

Key Stage 1 and Key Stage 2 (KS1 & KS2):

- For pupils in KS1 and KS2, applications for access arrangements are made following **Department for Education (DfE) guidelines**.
- This includes considerations for:
 - Additional time for assessments.
 - Use of readers or scribes where appropriate.
 - Enlarged print or other accessibility modifications.
- Assessments are carried out to determine individual needs, and applications are submitted well in advance to secure appropriate adjustments.
- Support is provided in class to practice and familiarise pupils with any agreed arrangements, ensuring they are confident and prepared.

Key Stage 3 (KS3):

- At KS3, preparations begin for future access arrangements, with ongoing assessments to identify specific learning needs.
- Mock exams and internal assessments are used to trial and evaluate the effectiveness of proposed access arrangements.
- Pupils and staff work together to build familiarity with these arrangements, promoting confidence and reducing anxiety.

Monitoring and Review:

- All access arrangements are monitored and reviewed annually to ensure they remain suitable and effective.
- Parents and carers are kept informed throughout the process, with opportunities to discuss and review arrangements during SEND reviews and Parent Consultation meetings.

- Pupils are actively involved in the planning and review of their support to encourage self-advocacy and understanding of their own needs.

Section 16: Storage of records

The **Levett School** is committed to managing information securely, in line with **GDPR (General Data Protection Regulation)**, the **Data Protection Act 2018**, and other relevant legislation. This policy outlines how information is stored, retained, and disposed of, as well as confidentiality measures to protect personal and sensitive data.

1. Document Storage and Security:

- All electronic documents are stored on **secure, password-protected servers** with restricted access based on role and necessity.
- Physical documents are stored in **locked filing cabinets** in secure, access-controlled areas within the school.
- Sensitive documents (e.g., safeguarding, SEND records) are further restricted to authorized personnel only.
- Cloud-based storage solutions are GDPR-compliant, with encrypted data transfer and secure backups.
- Staff are trained to log out of devices and secure documents after use to prevent unauthorized access.

2. Document Retention Periods:

Documents are retained according to the **Information Management Toolkit for Schools** guidelines:

Type of Document	Retention Period	Disposal Method
Pupil Records (including SEND)	Until the pupil reaches 25 years old	Shredded/secure deletion electronic
Safeguarding Records	Until the pupil reaches 25 years old	Shredded/secure deletion electronic
Attendance Registers	3 years after the end of the academic year	Shredded/secure deletion
Staff Personnel Files	6 years after employment ends	Shredded/secure deletion
Health and Safety Records	40 years after creation	Shredded/secure deletion
Financial Records	6 years after the financial year ends	Shredded/secure deletion
Policies and Procedures	Retained until superseded + 3 years	Shredded/secure deletion

3. Data Disposal and Destruction:

- **Electronic files** are permanently deleted and overwritten to prevent recovery.
- **Paper documents** are shredded using a cross-cut shredder or disposed of via a secure, GDPR-compliant disposal service.
- A **disposal log** is maintained for all confidential waste, detailing the type of document, disposal method, and date of destruction.

4. Confidentiality Measures:

- All staff are required to follow the school's **Confidentiality Policy**, ensuring that personal and sensitive information is only shared on a **need-to-know basis**.
- **Confidential discussions** take place in secure, private areas, and no information is left unattended.
- Staff are regularly trained on GDPR principles, confidentiality expectations, and secure information handling.
- Any **data breaches** are reported immediately to the Data Protection Officer (DPO) and managed in line with GDPR requirements.

5. Access and Sharing of Information:

- Access to personal information is granted only to authorized personnel who require it to fulfil their roles.
- Information sharing with external agencies is done only with **informed consent**, unless there is a legal obligation to share (e.g., safeguarding concerns).
- Any information shared externally is done securely, using encrypted emails or secure online portals.

6. Monitoring and Review:

- This policy is **monitored regularly** for compliance and effectiveness and is reviewed annually or sooner if changes to legislation occur.
- The Data Protection Officer (DPO) is responsible for auditing data management practices and ensuring GDPR compliance.

Section 17: Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCo, then, if unresolved, by the Head teacher. The Governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Management Committee complaints procedure (*see separate Complaints Policy*)

Section 18: Other key members of staff in our school

Name of Designated Teacher with specific Safeguarding responsibility: Hayley Johnston

Name member of staff responsible for managing PPG/LAC funding: Bev Jones/Emma Place

Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Emma Place/Shelly Evans

Section 19: Links with Other Services

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

Section 20: Information on where Doncaster Local Authority's Local Offer is published

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