

The Levett School



Inclusion Strategy

<i>Policy agreed by Headteacher on:</i>	06.10.2026
<i>Review date for Headteacher:</i>	01.09.2028
<i>Allocated Group/Person to Review:</i>	Emma Place
<i>Agreed frequency of Review, by allocated person:</i>	2 years
<i>Last Review date:</i>	05/10/2026

Melton Road, Sprotbrough, Doncaster, DN5 7SB

1. Purpose, vision and context

This strategy sets out The Levett School's approach to removing barriers across teaching, curriculum, SEND, SEMH, behaviour, attendance, pastoral support, family engagement and transition. It uses DfE inclusion principles as a framework adapted to Levett's PRU context and reflects September 2026 Ofsted expectations for inclusive practice, leadership and impact.

Our inclusion visions

"To remove barriers to learning, participation and belonging so that pupils develop the knowledge, skills, confidence and independence required to succeed in education and beyond."

At Levett, inclusion means understanding why pupils have struggled to access education, responding proportionately and maintaining high expectations. Support should increase access, participation and independence rather than create unnecessary long-term adult dependency.

Levett context

The Levett School is a Local Authority maintained pupil referral unit for pupils aged 5–14, funded for up to 35 FTE dual/single-registered pupils. Pupils present with complex SEMH, communication and interaction, ASD and cognition and learning needs. All require personalised SEN support; an increasing proportion have EHCPs and many have experienced disrupted education, poor attendance, suspension or exclusion.

The curriculum is broad, balanced and personalised, with academic and therapeutic provision working together. Every pupil has a personalised pathway towards reintegration where appropriate or transition to suitable specialist/long-term provision. Safeguarding, attendance, behaviour and SEND are considered together through a graduated response.

The school is due to academise with Nexus in January 2027. During 2026–27, the focus is on consistent implementation, stronger middle leadership, adaptive teaching, assessment, strategic deployment of support staff and measurable impact.

Related school documentation

This strategy should be read alongside the SEND Policy and Information Report, SEMH Policy, Behaviour Policy, Accessibility Plan, Attendance Policy, Curriculum Policy, Pupil Premium Strategy, Safeguarding and Child Protection Policy, personalised/SEND plans, EHCP provision and the School Development Plan.

2. Principles and barriers to inclusion

Principle	What it means at Levett
1. Ambitious leadership	Inclusion is a whole-school responsibility. Leaders connect SEND, behaviour, attendance, curriculum, safeguarding, resources and outcomes.
2. Early, evidence-informed support	Barriers are identified through assessment, SEND profiling, attendance, behaviour, engagement, voice and professional advice; support is evaluated for impact.
3. Inclusive teaching	High-quality adaptive teaching, the Levett Learning Cycle, explicit instruction, modelling, checking understanding and purposeful scaffolding are the first response.
4. Participation beyond the classroom	Enrichment, careers, community experiences, physical activity and personal development are accessible and build independence.
5. Safety, belonging and attendance	Predictable routines, relational practice, clear boundaries, therapeutic understanding and regulation support enable pupils to participate.
6. Partnership	Families, schools, Doncaster Council and relevant health, social care and specialist services work together around need, outcomes and transition.
7. Accessibility	Physical, sensory, communication and learning environments are reviewed and reasonable adjustments made where needed.

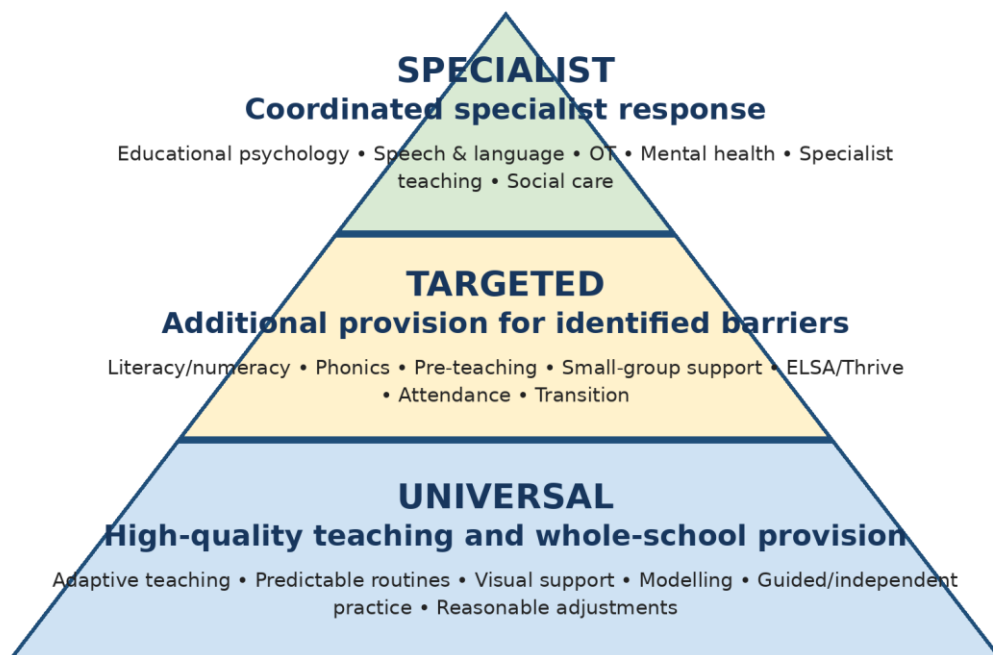
Key barriers we identify and address

Area	Typical barriers
Learning & cognition	Literacy/phonics gaps; spelling or mathematical knowledge; working memory; attention; independent learning; over-reliance on prompting.
Communication & interaction	Expressive/receptive language; vocabulary; understanding instructions; communicating needs; social understanding and reciprocal interaction.
SEMH & regulation	Dysregulation; anxiety; low tolerance of challenge; recovery following incidents; recognising emotions; independent use of regulation strategies.
Engagement & attendance	Disrupted education; poor attendance; reduced engagement; avoidance; difficulty sustaining participation; negative experiences of education.

Independence	Waiting for adult support; high prompting; difficulty initiating tasks, transitioning or using strategies without adult direction.

3. Graduated response

Levett identifies need through multiple sources of evidence rather than diagnostic labels alone. Provision should move flexibly between universal, targeted and specialist support according to need and impact.



Assess, Plan, Do, Review

Identify needs quickly and accurately using assessment, pupil/family voice and professional information.

Translate identified barriers and specialist advice into practical classroom strategies and clear outcomes.

Implement agreed provision consistently and ensure staff understand its purpose.

Review whether provision improves learning, participation, regulation, wellbeing and independence. At each review, decide whether to continue, adapt, increase, reduce or stop provision.

Does the support increase access and independence, and is there evidence that it is making a meaningful difference?

4. Strategic priorities 2026–2028

Priority	Key actions	Success measures
1. Strengthen adaptive teaching	Embed the Levett Learning Cycle; develop adaptive teaching; use QA to test consistency and whether adaptations promote independence.	More consistent teaching; improved engagement; reduced unnecessary prompting; stronger independent task completion.
2. Develop independence	Establish independence as a whole-school expectation; identify high prompting; teach strategies explicitly; withdraw scaffolding systematically.	Greater task initiation and sustained engagement; increased independent regulation; reduced adult dependency.
3. Strengthen literacy, communication & access	Embed Little Wandle where appropriate; strengthen reading fluency/VIPERS, spelling and vocabulary; use communication support and targeted language intervention.	Improved fluency, comprehension, spelling, vocabulary and classroom participation.
4. Strengthen SEMH & regulation	Embed the SEMH graduated response; use consistent therapeutic language; strengthen regulation, Thrive/ELSA, behaviour analysis, reflection and repair.	Fewer repeated incidents; greater use of taught strategies; improved re-engagement and relationships.
5. Strengthen transition & reintegration	Plan transition from admission; identify intended outcomes; strengthen communication with settings; use structured transition and share effective adaptations.	Every pupil has a clear next-step pathway; earlier planning; meaningful information transfer; stronger sustained transition outcomes.

Monitoring

These priorities will be reviewed through existing quality assurance, pupil progress, SEND, behaviour, attendance and leadership cycles rather than through a separate inclusion evidence process.

5. Inclusive curriculum, participation and partnership

Curriculum inclusion

The curriculum will remove barriers while maintaining ambition. Planning will take account of starting points, learning gaps, SEND, SEMH, communication, attention, working memory, sensory needs and future transition requirements.

Provide a broad, progressive curriculum appropriate to age, starting points and intended next steps.

Use purposeful adaptations that change access without unnecessarily reducing expectations.

Build literacy, vocabulary, communication and numeracy across the curriculum.

Ensure PSHE/RSE, careers, enrichment and personal development are accessible to pupils with SEND.
 Use assessment to identify what pupils know, understand and can do and determine next steps.
 Ensure mixed-age and variable-length placements do not prevent coherent progression.

Pupil voice, belonging and family partnership

Pupils will contribute to decisions through admission discussions, personalised targets, SEND reviews, curriculum feedback, transition planning and wider pupil voice. Methods will be adapted where communication needs make conventional consultation difficult.

Families are partners in inclusion. Communication will focus on learning, SEND, behaviour, attendance, wellbeing, relationships, progress and transition. Family knowledge should influence provision and leaders should be able to identify changes made as a result of pupil or family contribution.

Alternative and off-site education

Where pupils receive education away from the main site or through an alternative arrangement, Levett retains active oversight of education, safety, welfare, curriculum access, attendance, progress and review. Arrangements will have a clear rationale, be reviewed regularly and remain linked to the pupil's best interests and intended outcomes.

6. Leadership, accountability and resources

Role	Core inclusion accountability
Headteacher	Overall accountability for inclusion, school improvement, resource decisions and implementation.
SENDCo / Assistant Headteacher	Strategic leadership of SEND, graduated response/APDR, profiling, adaptive teaching, intervention impact, EHCP provision, staff development and QA.
Safeguarding Lead	Oversight of safeguarding and its relationship with vulnerability, attendance, behaviour, inclusion and off-site arrangements.
Pastoral, Behaviour and Wellbeing leadership	SEMH, therapeutic approaches, behaviour, attendance, wellbeing and family engagement.
Curriculum & middle leaders	Inclusive curriculum planning, subject-specific adaptation, assessment and QA.
Teachers	High-quality inclusive teaching, assessment, agreed adjustments, APDR implementation and independence-building.
Teaching assistants	Access to learning, purposeful scaffolding and independence-building; avoid unnecessary adult dependency.
Management Committee	Strategic scrutiny of priorities, resources, implementation, evidence and impact.

Resource allocation

Resources will be allocated according to identified barriers and evidence of need. Priority will be given to provision that strengthens the universal offer, builds staff capacity, provides earlier support, benefits multiple pupils, improves independence and can be evaluated through measurable outcomes.

- Professional development in adaptive teaching, SEND, SEMH, communication and independence.
- Assessment and SEND profiling; literacy, phonics, communication and curriculum resources.
- Regulation, therapeutic, accessibility and assistive resources.
- Targeted intervention and specialist advice where universal provision is insufficient.

7. Impact, assurance and annual review

Intended outcomes by September 2028

Outcome	What success will look like
Stronger universal offer	Staff consistently use adaptive teaching, the Learning Cycle and evidence-informed strategies.
More effective intervention	Targeted provision is matched to need and evaluated against measurable outcomes.
Greater independence	Pupils increasingly regulate, engage and complete learning with reduced adult prompting.
Improved engagement	Pupils demonstrate increased participation and sustained engagement.
Stronger transitions	Every pupil has a clear pathway beyond Levett and transition planning begins early.
Greater consistency	Pupils experience consistent expectations and approaches across classrooms and adults.
Stronger partnership	Families, schools and wider services share an understanding of need and next steps.

How impact will be evaluated

Evidence will be proportionate and drawn from normal school business: attainment and progress, attendance, behaviour, participation, individual outcomes, pupil and family voice, learning walks, work scrutiny, case sampling, classroom observation, transition experience and belonging. Leaders will consider patterns across groups as well as individual cases.

Ofsted/SEND assurance

September 2026 expectations are embedded within this strategy through whole-school leadership, an empowered SENDCo, inclusive everyday teaching, evaluative APDR, meaningful pupil/family engagement, broad SEND outcomes, oversight of alternative/off-site education, strategic resource deployment and Management Committee scrutiny. Levett will not create separate inspection paperwork where existing systems provide the evidence required.

Annual inclusion review

The annual review will consider the current cohort and barriers, progress against strategic priorities, resource deployment, staff capacity, consistency of provision, pupil/family experience and evidence of impact. It will identify what should be sustained, strengthened, adapted or stopped.

IDENTIFY → UNDERSTAND → PLAN → IMPLEMENT → MONITOR → EVALUATE → REFINE

“Pupils should not be defined by the barriers that resulted in their placement at a PRU.”

Levett’s success will be judged by what pupils are increasingly able to do as a result of their time at the school, not simply by the support provided while they are here.