

# **Levett School SEN Information Report**

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## Our school's approach to supporting pupils with SEND

Levett School is a Pupil Referral Unit (PRU) operating within Doncaster local authority, catering for Key stage 2 and 3 pupils, providing education and support who have been twice permanently excluded from mainstream school or, who are at risk of permanent exclusion from their mainstream school, due to challenging behaviour. Admission is by referral only. Most of our pupils are dual-registered with their mainstream school, as an alternative to permanent exclusion.

Levett school makes full provision for young people with special educational needs and disabilities in accordance with the SEND Code of Practice to ensure that special educational needs and disabilities are supported to allow individuals to make the best possible progress. Quality first teaching is fundamental and use of assessment data allows the curriculum to be adapted and implemented in ways that will meet individual need.

All pupils attending Levett are deemed to be in the SEN Support category, some will have an EHCP on arrival or as a result of the graduated approach (evidence collected from the assess, plan, do review cycle), will have a request for an EHCP submitted during their time with us.

## Catering for different kinds of SEND

There are 4 broad types of SEN need:

**Cognition and learning**, which ranges from moderate learning difficulties to specific learning needs such as dyslexia

**Communication and interaction**, which includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

**Social, emotional and mental health**, which includes any pupils who have an emotional, social or mental health needs that is impacting on their ability to learn.

**Sensory and/or physical needs**, which includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

## Key staff at Levett

Name of SENCO	Email address	Phone number
Emma Place	eplace@levett.doncaster.sch.uk	01302 390761

All staff receive specific SEN training, Trauma Informed Training and De-escalation technique training.

Each class teacher is supported by Teaching Assistants, to ensure that learning needs can be met.

In addition, a mentor and mental health lead are available to support pupils, in small groups or on a 1:1 basis.

## Identifying and assessing pupils with SEND

On admission, each young person is deemed to have an additional need requiring support above and beyond mainstream Wave 1 Universal Provision and Wave 2 Catch-Up Provision.

All young people are designated on Levett's SEND Register of Needs as being at the second tier of provision, known as SEN Support. This listing sits alongside a basic outline of the nature of their needs. The nature of such needs typically come under the umbrella term Social, Emotional and Mental Health Needs but often will also include Cognition and Learning Needs, which can range from specific learning difficulties, such as Dyslexia to more global learning difficulties; or, Communication and Interaction Needs, which require specialist advice and/ or input.

### Levett School builds a profile of a young person's additional needs through:

- Risk assessment, using referral information and professional observation
- Boxall Profiling
- Baseline testing; conducted within the first two weeks of a young person attending
- Academic tracking, based on subject progress data provided by teachers every half-term
- Engagement tracking; monitoring attendance and behaviour data
- On-going professional observation, through the educational psychologist and CAHMS, feedback from parents/carers and any feedback from the young person's mainstream school.

Levett will always undertake any assessments in collaboration with the young person themselves, parents/carers, outside agencies and the mainstream school where the young person is dual-registered. This is carried out through regular Review meetings, called Termly Tea – in addition to all statutory EHCP planning meetings and Annual Review meetings.

In considering the factors above, Levett will seek to further clarify and collate evidence that will build up a picture of the severity of the young person's need, measured against how the young person compares with his or her peers across Doncaster or nationally and/or the complexity of their need which takes account of the number and range of factors, which may contribute to the young person's SEND. This ensures each young person is considered as an individual and as a member of Levett's school community.

### **Statutory Assessment [EHCP Needs Assessment]**

Levett school may provide provision on a short to medium term basis for young people with special educational needs and disabilities.

Where a young person is viewed to require more formalised support through an Education Health Care Plan [EHC Plan], Levett will look to initiate statutory assessment if the child is single registered the PRU or, where the young person is dual-registered with a mainstream school, Levett will support them to undertake the process of statutory assessment.

## **Consulting with pupils and parents**

### **Parents**

Parents are crucial to us and since each child has a key worker allocated, daily phone calls home are normal. This high level of home to school communication enables positive relationships to be built and gives parents the confidence to share information. Where parents do not engage with telephone communication, home visits will be undertaken by the safeguarding team.

For SEN documentation purposes, parents/carers are invited into school each term for Termly Tea, where targets are reviewed, parental views recorded and new targets set.

Parents/carers will be invited in for all EHCP review meetings and for any additional meetings relating to school transitions.

### **Pupils**

Voice of the child is a key feature of our work; voice of the child will be gathered regularly, in relation to all aspects of the child's education such as reasons for reduced attendance, their views on transition to the next stage of education, what works well for them to manage their emotions or access the curriculum, what rewards they want etc. All of these things will be used during the writing of individual plans and SEN documentation.

## **Involving key stakeholders**

Many of our pupils/families are supported by external agencies. Parent support workers will always be made welcome at meetings and SEND information will be made available to safeguarding staff for presentation at Child in Need or Child Protection Meetings.

Since dual registration is in place for most of our cohort, links with mainstream schools are paramount, as they are expected to take the lead on EHCP applications and reviews; to facilitate this mainstream school staff are welcome to attend Levett at any time to observe their children or meet with our staff.

CAHMS and Educational Psychology service involvement will be requested as soon as it is required and these agencies will be actively encouraged to contribute to any plans put in place.

## **Progression towards outcomes**

Progress is monitored continuously through formative and summative assessment of academic progress, use of Boxall Profiling to monitor SEMH progress and use of data to track episodes of high levels of dysregulation, resulting in absconding or a Hold being required. All of this data, collected by class teams will be shared with the SENCO and feeds directly into the SEN Support plan or the EHCP.

All young people with an Educational Health Care Plan receive an Annual Review. The Annual Review will consider the extent to which the young person has achieved the outcomes in the EHC Plan and whether further action is necessary. Further action may include setting new objectives, considering whether further, additional support is necessary through amendments to the original plan or requesting a change of placement through the plan.

Should the situation change dramatically, significantly before the annual review is due, then an emergency review will be called to address issues arising.

Targets will be reviewed Termly for all SEN Support and EHCP students at Termly Tea; when new, more challenging targets may be set, current targets maintained or different targets set.

## **Transition support**

Once in Levett, staff will monitor SEND and academic progress, to determine the appropriate next steps for each individual, which may be transition to the next key stage in the PRU, transition to a specialist setting or a phased transition back to mainstream. All transitions will be bespoke and planned to meet individual pupil need to give them the best chance of success.

Working with our young people and their parents/carers, we will always seek to pre-empt anxiety and any other difficulties around any of these transitions. We work on a case-by-case basis using strategies such as: personalised transition plans that take into account individual needs and aspirations or a personalised support plan for reintegration into mainstream school and college settings, including information-sharing, supported visits, and enhanced transition plans.

For young people with an Educational Health Care Plan, the Annual Review will also include a Transition Review at these stages to plan for appropriate options and the support needed to prepare them for next steps.

All of our young people have access to additional, high-quality careers advice and guidance, to ensure they are working towards aspirational, realistic and sustainable study, training, and employment goals.

## **Adaptations to the curriculum and learning environment**

As part of its universal provision, Levett School ensures that all young people are offered a broad and balanced curriculum, with additional enrichment opportunities included. Experienced subject specialist teachers create the curriculum offer and support non specialist teachers in their implementation. In addition to this, teachers receive regular training around Social, Emotional and Mental Health Needs and high incidence special educational needs such as Speech, Language & Communication Needs, specific learning difficulties e.g. dyslexia, attentional difficulties, including young people with a diagnosis of ADHD, and working with young people with Social Communication & Interaction difficulties, including young people on the autistic spectrum..

Adapting teaching takes place within lessons on a day to day basis, to ensure all young people are engaged in learning and their needs are accounted for; including adapting resources, adapting tasks and activities for individual learning needs. Decisions around the need for teaching adaptations are informed by observation and baseline/ formative assessment carried out on a young person's arrival, or from input from the SENCO

SEN Support provides extra help and support for young people with additional needs to help them access the curriculum and learning. This is broken down into four distinct areas of need. They are:

- A. Social, Emotional and Mental Health Needs**
- B. Cognition and Learning Needs**
- C. Communication and Interaction Needs**
- D. Physical and Medical Needs**

**A. Support for Social, Emotional and Mental Health Needs:** begins with the provision of a smaller overall setting; higher staff to young person ratio; a curriculum with a strong social-emotional component and scope for personalisation; smaller teaching groups; and a staff body with a high level of expertise in working with young people with social, emotional and mental health needs. All relevant information, agreed outcomes and strategies will be shared through the young person's individual learning plan, and any additional SEND Support Plan, and reviewed regularly.

**B. Support for Cognition and Learning Needs:** includes personalised Literacy and Numeracy interventions, such as phonics and de-coding and catch-up programmes based on the young person's needs, including personalised support; specialist teaching staff; access to specialists to provide advice and support to help identify underlying needs and to provide support and strategies; specialist subject teaching in small group or personalised settings. All relevant information, agreed outcomes and strategies will be shared through the young person's individual learning plan, and any additional SEND Support Plan and reviewed regularly.

**C. Support for Communication and Interaction Needs** includes individual support programmes informed by specialist guidance and advice; Assessments to identify communication needs; Referral to specialists and outreach support; and, where

possible, a personalised curriculum with facilities for a low-stimulus, distraction-free environment. All relevant information, agreed outcomes and strategies will be shared through the young person's individual learning plan, and any additional SEND Support Plan, and reviewed regularly.

**D. Support for Physical and Medical Needs:** is planned and supported appropriately when needed, informed by specialist guidance and advice, and reviewed regularly. As physical and medical needs occur less frequently at Levett, specialist advice and guidance would be sought prior to admission to ensure that the setting was safe and appropriate to meet need.

## Supporting emotional and social development

Levett School has a number of strategies and interventions used to support young people. Examples of strategies used may include:

- 1-to-1 sessions with a member of staff, to help young people express any anxieties or other difficult thoughts/ emotions
- 1-to-1 and small group restorative justice sessions, following an incident
- 1-to-1 and small group numeracy and literacy interventions and curriculum catch-up programmes
- Vocational and Cultural capital opportunities to enrich timetables
- Structured small group activities, for those with social anxiety
- Transportation to and from school for all Learners to ensure safety when travelling to/ from school, punctuality and sustained attendance
- Visits to mainstream settings supported by a key adult
- Access, through referral, to therapists, counsellors, and mental health practitioners
- Additional SEND Team assessment for specific learning difficulties to identify additional needs
- Individual SEND Support Plans for learners with identified additional needs

When young people are dual registered, Levett school will always work together, in close partnership with mainstream schools, to ensure the best outcomes for our young people.

As part of our disability discrimination duties Levett works to provide protection for young people with disabilities by preventing discrimination against them on the grounds of their disability.

Levett school strives to ensure that we do not treat young people with disabilities any less favourably than their peers, and that we take proportionate steps to ensure that reasonable adjustments and modifications are in place for young people with disabilities to ensure complete access to our education offer. This is known as the reasonable adjustments duty.

## Handling complaints

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and are making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the headteacher. The headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

Should a parent have a complaint about the Headteacher, s/he should first make an approach to the Management Committee, who is obliged to investigate it. The member in question will do all s/he can to resolve the issue through a dialogue with the school, but if a parent is unhappy with the outcome, s/he can make a formal complaint, as outlined below.

Only if an informal complaint fails to resolve the matter should a formal complaint be made to the Management Committee. This complaint must be made in writing, stating the nature of the complaint and how the school has handled it so far. The parent should send this written complaint to the Chair of the Management Committee.

The Management Committee must consider all written complaints within three weeks of receipt. It arranges a meeting to discuss the complaint, and invites the person making it to attend the meeting, so that s/he can explain her complaint in more detail. The school gives the complainant at least three days' notice of the meeting.

After hearing all the evidence, the members consider their decision and inform the parent about it in writing. The members do all they can at this stage to resolve the complaint to the parent's satisfaction.

If the complaint is not resolved, a parent may make representation to the Local Authority. Further information about this process is available from the school. A further meeting is chaired by an independent person, who considers all the evidence and makes a further judgement in an attempt to resolve the complaint.

If any parent is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Secretary of State for Education.

Levett School would advise any parent/carer who is not happy with SEND matters in school to seek the support of a SENDIAS parent support worker, provided free of charge by Doncaster Council.

## Local Offer

The Doncaster Local Offer provides information for children and young people with special educational needs and/or disabilities (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.

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

## Named contacts

Name of individual	Email address	Phone number
SENCO	eplace@levett.doncaster.sch.uk	01302 390761
DSL	hjohnston@levett.doncaster.sch.uk	01302 390761
SENDIAS Parental Support, Doncaster	sendias@doncaster.gov.uk	01302 736920

## Additional support

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

The Special Educational Needs (SEN) Service is responsible for carrying out Education, Health and Care (EHC) needs assessments and maintaining Education, Health and Care plans (EHCP).

If you would like to speak to somebody regarding your child's EHC needs assessment or EHCP, please contact the SEN Service on:

Telephone: 01302 737210 or 737211

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

Doncaster SENDIAS provides information, advice and support (IAS) to parents, carers, children and young people in relation to Special Educational Needs (SEN) and Disability and related health and social care issues.

You can contact SENDIAS on:

Telephone: 01302 736920

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