

Date of Report: May 2025

The Levett School Send Information Report

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing bodies or the proprietor's policy for pupils with SEND**. The information published **must** be updated annually and **any changes to the information occurring during the year must** be updated as soon as possible.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 (and in the updated 2015 Code of Practice).

The SEN Information Report must include the following information and be cross-referenced to the School's SEND Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

This document includes recommendations for points to include following the introduction of Doncaster's Graduated Approach for SEND.

The kinds of special educational needs and disabilities that are provided for
<p>The Levett School is a Pupil Referral Unit (PRU) catering to pupils aged [Insert Age Range], primarily supporting those who have experienced challenges in mainstream settings. We provide for a range of Special Educational Needs and Disabilities, including:</p> <ul style="list-style-type: none">• Communication and Interaction: e.g., Speech, Language and Communication Needs (SLCN), Autism Spectrum Condition (ASC)• Cognition and Learning: e.g., Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD)• Social, Emotional and Mental Health (SEMH): e.g., Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorders• Sensory and/or Physical Needs: e.g., Sensory Processing Difficulties.
The name and contact details of the SENCO and further contacts where parents and carers may have concerns
<p>Emma Place (NASENCo) eplace@levett.doncaster.sch.uk</p> <p>The Levett School Melton Road, Sprotbrough, Doncaster, DN5 7SB 01302 390761</p>

Policies for identifying children and young people with SEND and assessing their needs (mainstream schools)

SEND Policy:

- Outlines the school's approach to identifying and supporting students with Special Educational Needs and Disabilities (SEND), in line with the SEND Code of Practice (2015).

Assessment Policy:

- Details the school's procedures for baseline assessments, ongoing monitoring, and the identification of learning needs.

Inclusion Policy:

- Ensures all pupils, including those with SEND, have access to a broad and balanced curriculum and are fully included in school life.

Graduated Response Procedures:

- Defines the 'Assess, Plan, Do, Review' cycle for identifying needs and providing appropriate support.

Admissions Policy:

- Explains how the school welcomes students with SEND and assesses their needs during the admissions process.

Equality and Diversity Policy:

- Commits to providing equal opportunities for all pupils, ensuring those with SEND are not disadvantaged.

Safeguarding and Child Protection Policy:

- Identifies vulnerable students, including those with SEND, who may require additional support and protection.

Behaviour Policy:

- Recognises the impact of SEND on behaviour and outlines support and intervention strategies.

Accessibility Plan:

- Details how the school ensures physical and learning environments are accessible to all pupils, including those with disabilities.

Information Management Policy (GDPR Compliance):

- Ensures secure storage and management of SEND information and pupil records.

Transition Policy:

- Supports smooth transitions for pupils with SEND during key stages or school moves.

Exam Access Arrangements Policy:

- Outlines the procedures for identifying pupils who may need special arrangements during assessments and examinations.

Staff Training and Development Policy:

- Ensures staff are trained to identify and support students with SEND effectively.

Looked After Children (LAC) Policy:

- Highlights specific considerations for identifying and supporting SEND in looked-after children.

Personal Development and Wellbeing Policy:

- Addresses the emotional and social needs of pupils with SEND.

The Levett School is committed to ensuring all pupils, including those with Special Educational Needs and Disabilities (SEND), are identified, supported, and provided with equal access to education. Our approach is grounded in the SEND Code of Practice (2015) and reflects best practices in inclusive education. Below is an overview of how our policies are practically applied:

1. Early Identification and Assessment

- **Admissions Process:**
During admissions, initial assessments are carried out to identify any existing SEND, based on information from parents/carers, previous schools, and professionals.
- **Baseline Assessments:**
All pupils complete baseline assessments upon entry, which help identify learning needs, social-emotional challenges, and cognitive strengths.
- **Teacher Observations and Referrals:**
Classroom teachers monitor progress and refer pupils to the SEND team if concerns arise. Observations are aligned with our **Assessment Policy** and the **Inclusion Policy**.

- **Parental Engagement:**
Parents and carers are key partners. Regular meetings allow for shared observations and discussions about their child's needs.

2. Graduated Response (Assess, Plan, Do, Review)

Following the identification of need, we follow the **Graduated Response** process:

- **Assess:**
Detailed assessments are conducted, sometimes involving external professionals (e.g., Educational Psychologists, Speech and Language Therapists).
- **Plan:**
Individual support plans (ISPs) are created, outlining strategies, targets, and interventions.
- **Do:**
Interventions are delivered, ranging from in-class support to small-group sessions, in line with the **SEND Policy**.
- **Review:**
Progress is reviewed termly with pupils, parents, and staff, adjusting plans as necessary.

3. Access to Learning and Curriculum

- **Differentiated Teaching:**
Lessons are adapted to meet the needs of all learners.
- **Specialist Interventions:**
Tailored support is provided, including literacy programs, speech and language support, and emotional regulation strategies.
- **Accessibility:**
The **Accessibility Plan** ensures physical access to the learning environment, while the curriculum is adjusted for those with sensory or physical needs.

4. Transition Support

- **Internal Transitions:**
Transitions between year groups are supported by joint planning between teachers and the SEND team.
- **External Transitions:**
When moving to or from The Levett School, we collaborate with previous or future settings to ensure smooth handovers.

- **Transition Plans:**
Individual plans are developed for students moving to KS4 or post-16 education, supported by our **Transition Policy**.

5. Safeguarding and Wellbeing

- **Safeguarding Policies:**
Our **Safeguarding and Child Protection Policy** identifies vulnerable pupils, ensuring they are protected and supported.
- **Behaviour Support:**
The **Behaviour Policy** recognises the impact of SEND on behaviour and provides specific intervention strategies.
- **Emotional Wellbeing:**
We provide therapeutic support and pastoral care for pupils with emotional and mental health needs.

6. Data Management and Confidentiality

- **Information Management (GDPR Compliance):**
All SEND records are securely stored in line with GDPR requirements, as outlined in our **Information Management Policy**.
- **Confidentiality:**
Information is shared only with those involved in the pupil's education and support, ensuring privacy and protection.

7. Exam Access Arrangements

- **KS1 and KS2:**
Applications for access arrangements follow DfE guidance and are supported by evidence from the SEND team.
- **KS4:**
The school liaises with individual exam boards to secure appropriate access arrangements, ensuring fair assessment conditions for SEND pupils.

8. Staff Training and Development

- **Ongoing CPD:**
Staff receive regular training on identifying and supporting SEND, including Autism, ADHD, and trauma-informed practices.

- **New Staff Induction:**
All new staff are inducted with a focus on SEND awareness, safeguarding, and inclusive teaching practices.

9. Partnership and Collaboration

- **Local Authority and External Agencies:**
We work closely with Doncaster LA, Educational Psychologists, and specialist services.
- **Parents and Carers:**
Regular communication and involvement in decision-making are central to our approach.

Arrangements for consulting parents and carers of young people with SEND and involving them in their child's education

At **The Levett School**, we recognise that parents and carers are vital partners in supporting the education and development of children with Special Educational Needs and Disabilities (SEND). We are committed to transparent, inclusive, and regular communication that ensures families are fully involved in the decision-making process regarding their child's education.

1. Open Communication Channels

- **Initial Induction Meetings:**
When a child joins The Levett School, parents and carers are invited to meet with key staff, including the SENDCo, to discuss the child's needs, strengths, and any existing support.
- **Termly Review Meetings:**
We hold termly review meetings where Individual Support Plans (ISPs) are discussed and updated, ensuring that parents are actively involved in setting targets and reviewing progress.
- **Parent Open Days:**
Scheduled throughout the year, these provide an opportunity for parents to meet with teachers and support staff to discuss their child's learning and wellbeing.
- **Annual Reviews (EHCPs):**
For pupils with Education, Health, and Care Plans (EHCPs), we conduct a formal Annual Review in line with statutory requirements. Parents are invited to share their views and contribute to the planning process

Arrangements for consulting young people with SEND and involving them in their education

At **The Levett School**, we firmly believe that young people with Special Educational Needs and Disabilities (SEND) should have a voice in their own education. We strive to empower our pupils to participate in decisions that affect their learning, well-being, and future aspirations.

1. Pupil Voice and Person-Centred Planning

- **Person-Centred Reviews:**
Pupils are invited to contribute to their own Individual Support Plans (ISPs) and Education, Health, and Care Plan (EHCP) reviews. We ensure their views, aspirations, and preferences are captured and reflected in planning.
- **One-to-One Discussions:**
Key workers and SEND staff hold regular one-to-one discussions with pupils to understand their experiences, challenges, and goals.
- **Pupil Questionnaires and Surveys:**
We use surveys to gather feedback from pupils about their learning experiences and the support they receive.
- **Visual and Accessible Tools:**
For pupils who may find verbal communication challenging, we use visual aids, choice boards, and interactive tools to help them express their opinions.

2. Involvement in Target Setting and Progress Reviews

- **Setting Individual Targets:**
Pupils are encouraged to set personal learning goals with the support of staff, helping them take ownership of their progress.
- **Progress Monitoring:**
We review targets with pupils regularly, celebrating achievements and identifying areas for further support.
- **Celebrating Success:**
Achievements are recognised and celebrated through assemblies, reward systems, and personal acknowledgment from staff.

3. Transition Planning and Preparation

- **Input in Transition Plans:**
When moving between key stages or preparing for post-16 education, pupils are fully involved in transition planning, including visiting new settings and meeting key staff.
- **Preparing for Adulthood (PFA) Pathways:**
Older pupils are supported to understand their options for further education, training, and employment, with their preferences central to decision-making.

4. Advocacy and Support

- **Key Workers and SEND Support:**
Each pupil has a designated key worker who advocates for their needs and supports them to express their views.

- **Mentoring and Peer Support:**
We encourage peer mentoring where appropriate, helping pupils to learn from and support each other.
- **Access to External Advocates:**
Where necessary, pupils are supported to access advocacy services that can help them express their views confidently.

5. Encouraging Independence and Self-Advocacy

- **Skills for Independence:**
Pupils are encouraged to develop self-advocacy skills, enabling them to make informed decisions and articulate their needs.
- **Self-Assessment Opportunities:**
We provide opportunities for pupils to reflect on their own learning and understand their progress.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents/carers and young people as part of this assessment and review

Progress is monitored through:

- **Academic Assessments:** Regular evaluations to track learning outcomes
- **Behavioural Observations:** Monitoring social and emotional development
- **Review Meetings:** Termly meetings to discuss progress with parents/carers and adjust support as needed
- **x3 Termly Parent Open Days:** Both Parents and Mainstream Schools (where appropriate) will be invited to share success, progress and next steps.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

At **The Levett School**, we are committed to ensuring smooth transitions for our pupils as they move between different phases of education and prepare for adulthood. We recognise that well-planned and supported transitions are crucial for building confidence, reducing anxiety, and setting the foundation for successful learning and life experiences.

1. Transition Between Key Stages

- **Early Planning:**
Transition planning begins well in advance of key changes, including moving from Key Stage 1 to Key Stage 2 and Key Stage 2 to Key Stage 3.

- **Personalised Transition Plans:**
Each pupil has a personalised plan, created in collaboration with parents/carers, key workers, and external agencies if required.
- **Visits and Familiarisation Sessions:**
Pupils participate in familiarisation visits to their new settings, meet staff, and experience the learning environment before the transition takes place.
- **Information Sharing:**
Detailed information on each pupil's learning, social, and emotional needs is shared with the receiving setting to ensure continuity of support

2. Preparing for Adulthood

- **Careers Guidance and Aspirational Planning:**
We hold **Annual Reviews** to set clear outcomes that reflect the pupil's ambitions.
- **Work-Related Learning and Experiences:**
We provide opportunities for work experience, vocational learning, and community-based projects to develop key skills and confidence.
- **Further Education and Training Pathways:**
Pupils are supported to explore college options, apprenticeships, and vocational training in line with their interests and strengths.
- **Independent Living Skills:**
Our curriculum includes sessions on life skills, such as budgeting, travel training, and self-care, to build independence and self-sufficiency.

3. Collaborative Working with External Agencies

- **Multi-Agency Support:**
We work closely with **Social Care, Health Services, Connexions, and Local Authority Transition Teams** to coordinate effective support.
- **SENDIASS and Advocacy Services:**
Pupils and families are signposted to advocacy and advice services to ensure their voices are heard during transition planning.

4. Pupil and Parental Involvement

- **Regular Meetings and Consultations:**
Parents/carers and pupils are fully involved in planning for transitions, with regular consultation meetings and clear communication of next steps.
- **Person-Centred Planning:**
Pupils are encouraged to express their aspirations and preferences, which are central to planning their transition pathways

5. Post-Transition Support

- **Follow-Up and Monitoring:**
After a transition, we maintain contact to ensure that pupils are settling in well and that their needs are being met.

- **Adjustments and Interventions:**

Where needed, we provide additional interventions to help pupils adapt successfully to their new environment.

We follow Doncaster's Graduated Approach, which includes: [doncaster.gov.uk+1](https://www.doncaster.gov.uk+1) [doncaster.gov.uk+1](https://www.doncaster.gov.uk+1)

- **Assess:** Gathering information from various sources to understand the pupil's needs
- **Plan:** Setting outcomes and deciding on support strategies
- **Do:** Implementing the support
- **Review:** Evaluating the effectiveness of the support and making necessary adjustments

Identification may involve observations, assessments, and discussions with parents/carers and external professionals.

Approach to teaching children and young people with SEND

At **The Levett School**, we are committed to providing high-quality, inclusive education that meets the diverse needs of all our pupils, including those with Special Educational Needs and Disabilities (SEND). Our approach is underpinned by the principles of the **SEND Code of Practice (2015)**, ensuring that every child has the opportunity to succeed, develop confidence, and achieve their full potential.

1. High-Quality Teaching

- All pupils, including those with SEND, receive high-quality, differentiated teaching as standard practice.
- Teachers use a range of strategies, including visual supports, multisensory learning, and scaffolded tasks, to engage and support learners effectively.
- We regularly assess and monitor progress, adapting teaching strategies where needed to meet individual learning styles and needs

2. Personalised Learning and Support

- We adopt a **graduated approach** using the *Assess, Plan, Do, Review* cycle to identify needs and tailor support.
- Each pupil has a **SEND Plan** that outlines specific targets and strategies for learning, which is reviewed regularly in collaboration with pupils, parents, and carers.
- Where appropriate, pupils access **individual or small group interventions** targeting areas such as literacy, numeracy, communication, and social skills.

3. Inclusive Environment

- Our school environment is adapted to be inclusive and accessible, with quiet spaces, sensory-friendly zones, and flexible learning areas to reduce anxiety and enhance focus.

- We promote an ethos of respect, understanding, and inclusion, ensuring pupils with SEND feel valued and part of the school community.

4. Collaborative Working

- We work closely with **parents, carers, and external agencies**, including educational psychologists, speech and language therapists, and occupational therapists, to provide holistic support.
- Multi-agency meetings and regular consultations ensure that interventions are well-coordinated and responsive to each pupil's changing needs

5. Focus on Social, Emotional, and Mental Health (SEMH)

- Understanding that many of our pupils at The Levett School may face SEMH challenges, we integrate support for emotional wellbeing into our daily routines.
- Key workers and pastoral staff provide mentoring and emotional regulation strategies to build resilience and self-esteem.
- Access to therapeutic services, including **counselling and art therapy**, is available where needed.

6. Preparing for Adulthood

- From an early stage, our teaching approach focuses on building independence, life skills, and readiness for the next phase of education or employment.
- We provide opportunities for **vocational learning, community engagement, and life skills training** to equip pupils for adulthood.

7. Regular Review and Adaptation

- We are committed to ongoing review and adaptation of our SEND provision to reflect best practice and the individual needs of pupils.
- Feedback from **parents, carers, pupils, and staff** informs our approach to ensure it remains effective and inclusive.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

At **The Levett School**, we are dedicated to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), have full access to a **broad and balanced curriculum**. We recognise that some pupils require additional support and adaptations to thrive academically, socially, and emotionally. Our approach is focused on removing barriers to learning and providing an inclusive and supportive environment where every child can succeed

1. Curriculum Adaptations

We adapt the curriculum to meet individual needs through:

- **Differentiated Instruction:** Lessons are planned and delivered with varying levels of support, challenge, and flexibility to match pupils' individual learning needs.
- **SEND Plans:** These are tailored to each pupil's strengths, challenges, and areas for development, with specific targets and strategies.
- **Alternative Pathways:** For some pupils, vocational courses or life skills programmes are introduced alongside academic learning to support future independence and career aspirations.
- **Multi-Sensory Approaches:** Teaching methods incorporate visual, auditory, and kinaesthetic learning opportunities to engage all types of learners effectively

2. Classroom Adaptations

We make adjustments in the learning environment to support accessibility and engagement, including:

- **Flexible Seating Arrangements:** Pupils can choose seating that best supports their focus and comfort, including sensory-friendly spaces.
- **Use of Assistive Technology:** Resources such as laptops, text-to-speech software, and communication aids are provided to enhance learning.
- **Visual Supports:** Clear visual timetables, task boards, and instructional prompts are used to support understanding and independence.
- **Sensory Regulation Tools:** Access to sensory equipment such as fidget tools, weighted blankets, and calm corners is available for pupils who need it.

3. Accessibility of the Learning Environment

We ensure our environment is accessible through:

- **Physical Adaptations:** Wheelchair access, ramps, accessible toilets, and adjustable furniture are available throughout the school.
- **Cosy Corners and Sensory Rooms:** These areas provide a safe space for pupils needing regulation or downtime during the school day.
- **Inclusive Learning Spaces:** Classrooms are designed to be clutter-free and organised, with clear labelling and accessible resources

4. Support for Communication and Interaction

- **Speech and Language Interventions:** These are integrated into classroom activities and individual support sessions.
- **Modelling and Scaffolding:** Staff model appropriate language and scaffold communication for pupils with speech, language, and communication needs.

5. Collaborative Planning and Regular Review

- **Multi-Agency Involvement:** We work closely with educational psychologists, speech and language therapists, occupational therapists, and other professionals to ensure adaptations meet individual needs.
- **Termly Reviews:** Adaptations and curriculum access are reviewed regularly with parents, carers, and pupils to ensure continued effectiveness.
- **Pupil Voice:** We actively involve pupils in discussions about their learning preferences and any adaptations they feel would be beneficial.

6. Transition Support

We provide structured support during key transition points, such as moving between Key Stages or preparing for further education, to maintain continuity of support and reduce anxiety.

The expertise and training of school staff to support children and young people with SEND, including how specialist expertise will be secured

At **The Levett School**, we are committed to delivering high-quality support for children and young people with Special Educational Needs and Disabilities (SEND). Our staff is equipped with the skills, knowledge, and understanding necessary to meet the diverse needs of our pupils. We continuously invest in training and development to ensure the best possible outcomes for all learners.

1. Staff Expertise and Roles

- **SENDCo (Special Educational Needs and Disabilities Coordinator):** Emma Place is the SENDCo at The Levett School, leading on SEND provision, overseeing the implementation of support strategies, and coordinating with external agencies.
- **Specialist Teachers and Support Staff:** Our team includes specialist teachers experienced in supporting pupils with a range of needs, including autism, speech and language difficulties, SEMH (Social, Emotional, and Mental Health) needs, and sensory processing challenges.
- **Keyworkers:** Each pupil is assigned a keyworker who works closely with them to provide tailored support and act as a point of contact for families.
- **Teaching Assistants** TAs are trained to deliver individual and group interventions, scaffold learning, and support pupils' access to the curriculum.

2. Staff Training and Professional Development

We prioritise ongoing professional development to ensure our staff remains up to date with best practices and innovative strategies for supporting SEND pupils:

- **Whole School SEND Training:** Regular whole-school CPD sessions focus on areas such as autism awareness, speech and language support, emotional regulation, and trauma-informed practice.

- **Specialist Training:** Key staff members receive specialist training in areas such as Dynamis (de-escalation strategies), and sensory processing techniques.
- **Induction Programme:** All new staff undergo a comprehensive induction process that includes training on SEND policies, safeguarding, and effective differentiation strategies.
- **External Courses and Workshops:** Staff are encouraged to attend local and national SEND workshops and courses, including those provided by the **Local Authority, National College of Teaching and Leadership**, and specialist services.

3. Securing Specialist Expertise

When additional expertise is required, The Levett School works in close collaboration with external agencies to ensure our pupils receive the best support available:

- **Educational Psychology Service (EPS):** To assess learning needs and provide recommendations for targeted interventions.
- **Speech and Language Therapy (SaLT):** To support pupils with communication and language needs.
- **Occupational Therapy (OT):** To assist pupils with sensory processing and motor skills.
- **Child and Adolescent Mental Health Services (CAMHS):** To address mental health and well-being concerns.
- **Autism Outreach Teams and Sensory Support Services:** For specialist advice and targeted support for pupils with ASD and sensory impairments.
- **Consultation with Local Authority Specialists:** Access to advisory teachers for specific needs, including visual and hearing impairments.

4. Evaluation of Staff Expertise

The effectiveness of staff training and specialist involvement is regularly evaluated through:

- **Performance Management Reviews:** Individual staff targets include SEND-focused outcomes.
- **Pupil Progress Meetings:** Progress is monitored termly to assess the impact of interventions and adjust strategies where needed.
- **Learning Walks and Observations:** Senior leaders and the SENDCo conduct regular learning walks to observe classroom practice and provide constructive feedback

5. Commitment to Continuous Improvement

We are dedicated to building on staff expertise through reflective practice, research-based approaches, and access to national and local SEND networks, ensuring that our staff remains skilled and confident in delivering high-quality support.

Evaluating the effectiveness of the provision made for children and young people with SEND

At **The Levett School**, we are committed to providing high-quality, needs-led support for pupils with Special Educational Needs and Disabilities (SEND). To ensure that our provision is effective, impactful, and continually improving, we adopt a rigorous approach to evaluating its success.

1. Regular Monitoring and Review of Pupil Progress

- **SEND Plans:** Targets are set for pupils with SEND and reviewed termly with input from teachers, support staff, parents/carers, and the pupils themselves.
- **Pupil Progress Meetings:** Teachers and the SENDCo meet regularly to discuss the progress of pupils with SEND. These meetings are used to identify successes, address concerns, and adjust interventions where necessary.
- **Assessment Data Analysis:** Termly assessments help measure the impact of interventions on pupils' progress in core areas such as literacy, numeracy, and social-emotional development.
- **Target Setting:** Measurable targets are set based on baseline assessments, with progress tracked against these targets to ensure interventions are effective.

2. Observations and Learning Walks

- **Classroom Observations:** The SENDCo and senior leadership team conduct observations to ensure teaching and learning strategies meet the needs of pupils with SEND.
- **Learning Walks:** Regular learning walks allow for the evaluation of classroom environments, differentiation, and pupil engagement.
- **Feedback and Reflection:** Staff receive constructive feedback aimed at improving inclusive practices and support strategies.

3. Pupil Voice and Parental Feedback

- **Pupil Voice:** We actively seek the views of pupils with SEND about their learning experiences through one-to-one discussions, surveys, and review meetings.
- **Parent/Carer Consultations:** Parents and carers are regularly consulted about the effectiveness of the support their child receives. This happens formally during parent evenings and Annual Review meetings, and informally through ongoing communication.
- **Annual Reviews:** For pupils with an Education, Health and Care Plan (EHCP), formal reviews are held annually to assess progress against outcomes and adjust provision accordingly.

4. Collaboration with External Agencies

- **Specialist Reports and Recommendations:** Feedback from educational psychologists, speech and language therapists, and other professionals is used to evaluate and refine provision.
- **Multi-agency Meetings:** Regular meetings with external agencies ensure that the provision is aligned with professional recommendations and best practice.

5. Data Analysis and Impact Measurement

- **Academic Progress:** We track and analyse academic achievement to determine whether interventions are closing learning gaps.
- **Behavioural and Social Development:** Progress in social skills, emotional regulation, and behaviour is measured using qualitative and quantitative data.
- **Attendance and Engagement:** Data on attendance and participation are monitored to identify any barriers to learning.

6. Continuous Improvement Cycle

- **Action Planning:** Following evaluations, action plans are developed to address areas for improvement.
- **Professional Development:** Staff training is informed by evaluation outcomes, ensuring staff are equipped to meet pupil needs effectively.
- **Policy and Practice Review:** SEND policies and practices are reviewed annually, with adjustments made in response to monitoring outcomes and feedback from stakeholders.

7. Reporting and Accountability

- **Governing Body Reports:** Regular updates are provided to the Governing Body on the effectiveness of SEND provision.
- **Ofsted Inspections:** The Levett School's SEND provision is subject to external evaluation during Ofsted inspections, ensuring accountability and high standards.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

At **The Levett School**, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), have equal access to a broad and balanced curriculum as well as the full range of school activities. We believe that inclusion is central to our ethos, and we actively work to remove barriers that may prevent pupils with SEND from participating alongside their peers

1. Inclusive Curriculum Design

- Lessons are carefully planned to be inclusive, using differentiated teaching strategies and resources to cater to diverse learning needs.

- Teachers employ multi-sensory teaching approaches to support different learning styles and needs.
- Personalised learning targets are set for pupils with SEND, ensuring they can engage meaningfully with the curriculum at their own level.

2. Accessible Learning Environments

- Classrooms are arranged to be physically accessible, with clear pathways and supportive seating arrangements.
- Assistive technology, including laptops, speech-to-text software, and reading aids, is used to enhance learning for pupils with physical or learning disabilities.
- Visual supports such as timetables, learning prompts, and symbols are used to aid understanding and independence.

3. Participation in Extra-Curricular Activities

- All extra-curricular activities, including sports, clubs, and school trips, are made accessible to pupils with SEND.
- Risk assessments are carried out, and appropriate adjustments are made to ensure health and safety without restricting participation.
- Support staff may accompany pupils where necessary to provide assistance and encouragement.

4. Social Inclusion and Peer Support

- We promote social interaction through structured group work, buddy systems, and peer mentoring programmes.
- **Circle of Friends** initiatives help develop friendships and social skills, reducing isolation and increasing confidence.
- Group activities are designed to encourage cooperative learning and team-building, ensuring SEND pupils are fully included.

5. Staff Training and Awareness

- Staff receive regular training on inclusive practices, differentiation, and understanding specific SEND needs.
- Awareness sessions for pupils are conducted to foster an inclusive school culture that values diversity and empathy

6. Removing Barriers to Learning and Participation

- Where necessary, adjustments are made to physical spaces, teaching strategies, and resources to ensure full participation.
- The SENDCo works closely with teachers to identify potential barriers and implement strategies to overcome them.
- Strategies include simplified instructions, additional processing time, and the use of visual aids.

7. Monitoring and Review of Access and Participation

- Participation in activities is regularly monitored to ensure SEND pupils are engaging fully.
- Feedback from pupils and parents is used to identify areas for improvement and celebrate successes.
- Adjustments are reviewed termly to ensure they continue to meet the needs of the pupils.

By prioritising accessibility and inclusion, **The Levett School** ensures that all pupils, regardless of their needs, can participate fully and confidently in every aspect of school life.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

At The Levett School, we recognise that emotional and social development is vital to the overall wellbeing and success of all our pupils, particularly those with SEND. We provide a range of targeted support and pastoral care to nurture positive emotional health, build resilience, and foster social skills.

1. Pastoral Support and Wellbeing

- Pupils with SEND have access to dedicated pastoral staff who provide one-to-one and group support tailored to individual needs.
- Our staff are trained in trauma-informed approaches and emotional regulation strategies to support pupils experiencing anxiety, low self-esteem, or social difficulties.
- We implement programmes such as social skills groups, self-esteem workshops, and emotional literacy sessions to build confidence and interpersonal skills.

2. Listening to the Views of Children and Young People with SEND

- We actively involve pupils with SEND in decision-making about their education and wellbeing through regular one-to-one discussions, pupil voice surveys, and person-centred planning meetings.
- The SENDCo and pastoral team facilitate opportunities for pupils to express their thoughts and feelings in a safe and supportive environment.
- Feedback from pupils is used to inform individual support plans and whole-school approaches to inclusion and wellbeing.

3. Anti-Bullying Measures

- The school has a clear and robust anti-bullying policy which is regularly reviewed with input from pupils, including those with SEND.

- Staff receive training to recognise and respond promptly to any bullying incidents, ensuring all pupils feel safe and respected.
- We promote a culture of kindness, respect, and acceptance through assemblies, workshops, and peer mentoring schemes.
- Pupils with SEND are supported to understand what bullying is, how to report it, and how to develop strategies to keep themselves safe.
- Incidents of bullying are logged, investigated, and addressed swiftly with appropriate support provided to victims and interventions with perpetrators.

4. Additional Pastoral Arrangements

- Where needed, external agencies such as educational psychologists, mental health specialists, and social care are involved to provide further support.
- The school works closely with families to ensure emotional and social needs are met consistently at school and at home.
- Transition support is offered to help pupils with SEND manage changes and reduce anxiety related to moving between phases or settings.

Through these comprehensive arrangements, The Levett School strives to create a nurturing environment where pupils with SEND feel valued, heard, and empowered to develop their emotional and social skills alongside their academic progress.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

The Levett School works closely with a wide range of external agencies and organisations to ensure comprehensive support for children and young people with SEND and their families. This collaborative approach helps us meet the diverse needs of our pupils effectively.

1. Health and Social Care Bodies

- We liaise with health professionals such as paediatricians, speech and language therapists, occupational therapists, and mental health specialists to gain expert advice and intervention plans tailored to individual pupils.
- The school collaborates with Child and Adolescent Mental Health Services (CAMHS) to support pupils experiencing emotional, behavioural, or mental health difficulties.
- Social care teams are involved when there are safeguarding concerns or additional family support needs, ensuring pupils' welfare is prioritised

2. Local Authority Support Services

- The Levett School maintains strong links with the Doncaster Local Authority SEND team, which provides guidance, specialist assessments, and access to resources including educational psychologists and specialist teachers.
- We work with the Local Authority's Inclusion Team to access additional funding, facilitate placements, and support transition planning.

- The school engages with the Local Authority's Children with Disabilities Team when relevant to coordinate multi-agency support.

3. Voluntary Sector Organisations

- We partner with voluntary organisations that provide additional support, resources, and activities for pupils and families, such as those offering advocacy, respite care, or specialised therapeutic services.
- These organisations often assist with workshops, family support groups, and community inclusion initiatives.

4. Multi-Agency Meetings and Plans

- The school participates in multi-agency meetings such as Team Around the Child (TAC), Early Help Assessments (EHA), and Education, Health and Care Plan (EHCP) reviews to coordinate support and share information.
- Through these forums, we ensure that all professionals involved in a pupil's care work collaboratively towards agreed outcomes.

5. Supporting Families

- Families are encouraged to engage with these services, with the school acting as a liaison and advocate to ensure they receive timely information and appropriate support.
- We provide families with information about available services and encourage their involvement in multi-agency planning.

By actively involving health and social care bodies, local authority services, and voluntary sector organisations, The Levett School ensures a holistic, well-coordinated approach to meeting the SEND needs of our pupils and supporting their families.

Arrangements for handling complaints from parents and carers of children and young people with SEND about the provision made at the school

At The Levett School, we are committed to working closely with parents and carers to provide the best possible support for children and young people with SEND. However, we recognise that there may be times when parents or carers have concerns or complaints about the provision made for their child.

1. Open Communication

- We encourage parents and carers to raise any concerns promptly with the relevant staff member, such as the class teacher, SENDCo, or Head of School, to enable early resolution.
- Informal discussions are often effective in clarifying issues and finding solutions.

2. Formal Complaint Procedure

- If concerns are not resolved informally, parents and carers can follow the school's formal complaints procedure, which is clearly outlined on the school website and in the school's Complaints Policy.
- Complaints related to SEND provision are treated with sensitivity and urgency.
- The procedure includes the right to put the complaint in writing, have it acknowledged within a set timeframe, and receive a clear response.

3. Involvement of the SENDCo and Senior Leadership

- The SENDCo and senior leaders will investigate complaints thoroughly and fairly, seeking to understand the concerns and reviewing relevant information or evidence.
- Meetings may be arranged with parents/carers to discuss the complaint and agree on next steps.

4. Escalation and External Support

- If the complaint remains unresolved, parents and carers have the right to escalate it to the Local Authority or to the Department for Education's mediation and dispute resolution services.
- Information about independent advocacy and support services, such as the SEND Information, Advice and Support Service (SENDIAS), is made available to families.

5. Confidentiality and Respect

- Throughout the complaints process, The Levett School maintains confidentiality and ensures all parties are treated with respect and fairness.
- Feedback from complaints is used to review and improve SEND provision and school practices.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

The Levett School actively contributes to the Doncaster Local Authority's Local Offer by providing clear, detailed information about the SEND provision and support available within our school. This includes:

- **Details of the SEND support and interventions we provide** for children and young people, including resources, specialist staff, and curriculum adaptations.
- **Information on how we identify and assess SEND**, and how we involve parents, carers, and pupils in planning and reviewing support.
- **Descriptions of the support available for social, emotional, and mental health needs**, and how we promote inclusion and positive well-being.

- **Information about transition arrangements**, pastoral support, and preparing pupils for adulthood.
- **Signposting to wider services**, including health, social care, and voluntary sector organisations that support children, young people, and families.

Where to Find the Local Authority's Local Offer

The Doncaster Local Authority's Local Offer is published online and can be accessed by families, professionals, and the community at:

Doncaster Local Offer Website

This website provides comprehensive information about services and support available for children and young people with SEND across the local area, including education, health, social care, leisure, and more

By contributing to and aligning with the Local Offer, The Levett School ensures transparency and helps families navigate the range of support available locally.