

SEND INFORMATION REPORT (Version: 1)

Our SEND Policy and Accessibility Plan are available on the school website.

These documents explain how The Levett School identifies and responds to pupils with special educational needs and disabilities (SEND), how provision is planned and reviewed, and how we promote accessibility and inclusion.

SEND Policy: [send-policy-march-26.pdf](#)

Accessibility Plan: [the-levett-school-accessibility-statement-oct-25.pdf](#)

SENDCo: Emma Place

Role: SENDCo and Assistant Headteacher

Email: eplace@levett.doncaster.sch.uk

Telephone: 01302 390761

The SENDCo is a member of the Senior Leadership Team and works closely with teachers, Senior Teaching Assistants, families, mainstream schools and external professionals to coordinate SEND provision.

Parents and carers are encouraged to raise any concerns about their child's SEND provision with the class teacher in the first instance. Where concerns require further discussion, the SENDCo can be contacted directly.

Concerns will be listened to, considered and responded to through the school's established communication and complaints procedures.

The Levett School is a Local Authority maintained Pupil Referral Unit (PRU) providing education for pupils aged approximately 5–14 years, with our current commissioned provision focused on pupils from Key Stage 1 through to the end of Year 7.

Our pupils may present with a range of special educational needs and disabilities. A significant proportion of pupils have Social, Emotional and Mental Health (SEMH) needs, often alongside other SEND.

We support pupils with needs including, but not limited to:

- Social, Emotional and Mental Health (SEMH);
- Autism Spectrum Condition (ASC);
- Speech, Language and Communication Needs (SLCN);
- Cognition and Learning needs;
- Moderate learning difficulties;
- Specific learning difficulties;
- Attention Deficit Hyperactivity Disorder (ADHD);
- sensory needs;
- communication and interaction needs; and
- complex combinations of SEND.

Many pupils have needs across more than one area. We therefore consider the whole child, including their strengths, barriers to learning, relationships, communication, emotional regulation, attendance and educational history.

Where a pupil requires specialist provision or expertise beyond that available within school, we work with the appropriate external professionals and services.

As a PRU, pupils are often referred to The Levett School following a period of difficulty within their previous educational setting. We receive information from the pupil's previous school, parents/carers, Local Authority and other professionals involved with the child.

We use information from a range of sources to understand each pupil's needs, including:

- previous school records;
- EHCPs and SEND information;
- assessments and professional reports;
- information from parents/carers;
- pupil voice;
- observations;
- baseline and ongoing assessment;
- attendance information;
- behaviour and engagement information;
- safeguarding information where appropriate; and
- information from external professionals.

We do not rely on a diagnosis alone to determine provision. We consider how a pupil's individual needs affect their ability to access education and what support is required to remove barriers to learning.

Our provision is reviewed through an ongoing graduated approach of:

Assess → Plan → Do → Review

We recognise parents and carers as important partners in supporting pupils with SEND.

Parents and carers are encouraged to share information about their child's strengths, needs, interests and experiences. This information contributes to assessment, planning and review.

At The Levett School, parents and carers are involved through:

- admission and transition meetings;
- regular communication with staff;
- SEND Plan reviews;
- Parent and Pupil Review Meetings;
- EHCP annual reviews where appropriate;
- PEP meetings for children in care;
- multi-agency meetings;
- transition and reintegration planning; and

- communication regarding significant changes in provision or need.

We hold Parent and Pupil Review Meetings three times each academic year. These provide an opportunity to review academic progress, SEND, relationships, attendance, behaviour and engagement and to agree next steps.

Pupil voice is central to our approach.

We recognise that pupils with SEND should be supported to understand their needs, contribute to decisions about their education and identify what helps them to learn.

Pupils are supported to share their views through:

- individual conversations;
- SEND Plan reviews;
- review meetings;
- pupil voice activities;
- EHCP reviews;
- transition planning;
- reintegration planning; and
- everyday relationships with trusted adults.

Staff consider pupils' communication needs and adapt how pupil voice is gathered to ensure that pupils can participate meaningfully.

Pupils' progress is assessed and reviewed using a combination of academic, SEND, pastoral and behavioural information.

Teachers monitor:

- attainment and progress;
- engagement in learning;
- attendance;
- behaviour;
- emotional regulation;
- communication;
- independence;
- progress towards SEND outcomes and targets; and
- progress towards EHCP outcomes where applicable.

SEND Plans are reviewed on a six-weekly cycle.

Teachers review the impact of current provision and identify whether targets have been achieved, require further development or need to be changed.

Where appropriate, parents/carers and pupils contribute to this review process.

The information gathered is used to inform the next stage of provision through our graduated response.

Transition is an important part of our work as a PRU.

Pupils may join The Levett School following difficulties within another setting and may subsequently transition back to mainstream education or another appropriate provision.

We work with pupils, families, previous and receiving settings and relevant professionals to make transitions as planned and successful as possible.

Transition support may include:

- visits to the new setting;
- meetings with receiving staff;
- sharing information about the pupil's strengths and needs;
- identifying successful strategies;
- gradual transition arrangements;
- pupil preparation;
- family meetings;
- transition plans; and
- ongoing communication between settings.

Where appropriate, reintegration into mainstream education is considered as part of the pupil's individual pathway.

For pupils approaching the end of our commissioned age range, we work with families, the Local Authority and receiving settings to support an appropriate next stage of education.

Where relevant, pupils' aspirations and longer-term outcomes are considered through EHCP reviews and transition planning.

The Levett School uses an internal graduated response to identify need, plan provision, implement support and evaluate impact.

Our approach is based on the principle that pupils with SEND should have access to high-quality teaching first, with additional support introduced where required.

Our graduated response includes:

Universal Provision

All pupils benefit from:

- high-quality teaching;
- consistent routines and expectations;
- positive relationships;
- predictable classroom environments;
- adaptive teaching;
- clear modelling and explanation;
- opportunities for guided and independent practice;

- appropriate scaffolding;
- visual support;
- regular assessment and feedback;
- explicit teaching of vocabulary and communication; and
- opportunities to develop independence.

Targeted Provision

Where pupils require additional support, this may include:

- targeted literacy and numeracy intervention;
- SEMH support;
- Thrive approaches;
- ELSA support;
- mentoring;
- additional communication support;
- targeted emotional regulation work;
- individualised programmes;
- additional transition support; and
- additional adult support where identified as necessary.

Specialist Support

Where pupils require specialist advice or intervention, we work with appropriate external professionals.

This may include education, health, social care and specialist SEND services.

Provision is reviewed regularly and adapted according to the evidence of need and impact.

The Levett School provides a broad and balanced curriculum which is adapted to meet the needs of our pupils.

Our curriculum and teaching approaches recognise that pupils may have significant barriers to learning, including SEMH, communication difficulties, gaps in prior learning and disrupted educational experiences.

Adaptations may include:

- differentiated learning;
- appropriate scaffolding;
- visual timetables and resources;
- visual prompts;
- chunking of learning;
- explicit vocabulary teaching;
- alternative ways of recording learning;
- additional processing time;
- adapted tasks;
- pre-teaching;
- targeted questioning;

- movement and regulation opportunities;
- sensory considerations;
- changes to the learning environment; and
- carefully planned adult support.

Adaptations are intended to remove barriers without unnecessarily reducing expectations.

We place particular emphasis on developing pupils' independence and avoid creating unnecessary dependency on adults.

Staff at The Levett School receive training and ongoing professional development to develop their understanding of SEND and SEMH.

This includes training and development in areas such as:

- SEND;
- SEMH;
- trauma-informed practice;
- safeguarding;
- autism;
- communication and interaction;
- emotional regulation;
- adaptive teaching;
- behaviour support;
- literacy and reading;
- numeracy;
- assessment; and
- the Levett Learning Cycle.

The SENDCo provides advice and support to staff and works with school leaders to identify further training requirements.

Where specialist expertise is required, we seek advice and support from appropriate external professionals.

This may include educational psychology, speech and language therapy, occupational therapy, specialist teaching services, CAMHS or other relevant services, according to individual need and availability.

Leaders use this information to evaluate whether provision is having the intended impact.

Where provision is not having sufficient impact, we review the approach and consider what further adaptations, interventions or specialist advice may be required.

Although The Levett School is a specialist PRU setting, we aim to ensure that pupils with SEND have access to a broad range of educational, enrichment and wider school opportunities.

Pupils are supported to participate in:

- curriculum activities;
- enrichment;
- outdoor learning;
- physical activity;
- school events;
- careers and aspirations work;
- community activities;
- transition activities; and
- appropriate opportunities beyond the classroom.

Reasonable adjustments and individual adaptations are made where necessary to enable participation.

Supporting pupils' emotional and social development is a central part of our provision.

Many pupils attending The Levett School have SEMH needs and may require support to develop:

- emotional regulation;
- positive relationships;
- communication;
- resilience;
- self-awareness;
- conflict resolution;
- problem-solving;
- independence; and
- confidence.

Support may include:

- trusted adult relationships;
- pastoral support;
- Thrive approaches;
- ELSA;
- mentoring;
- emotional regulation activities;
- individual support;
- structured routines;
- positive behaviour approaches; and
- pupil voice.

We have clear procedures for preventing and responding to bullying. Pupils are encouraged to report concerns and staff respond in accordance with the school's behaviour, safeguarding and anti-bullying procedures.

The Levett School works collaboratively with other agencies where this is appropriate and in the best interests of the pupil.

This may include:

- Doncaster Local Authority SEND services;
- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- health services;
- social care;
- CAMHS and other mental health services;
- specialist teaching services;
- Virtual School;
- family support services;
- voluntary organisations; and
- other specialist professionals.

We use the graduated approach to identify when additional advice or specialist support is required.

Parents/carers are involved in this process wherever appropriate and information is shared in accordance with safeguarding, confidentiality and data protection requirements.

We encourage parents and carers to raise concerns as early as possible so that they can be considered and addressed promptly.

Parents/carers should initially speak to the **class teacher** or **SENDCo**.

If a concern cannot be resolved informally, parents/carers can follow the school's formal **Complaints Policy**.

Complaints Policy: [complaints-procedure-and-policy-2.pdf](#)

Parents and carers can contact:

Emma

Place

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SENDCo

Email:

eplace@levett.doncaster.sch.uk

Telephone: 01302 390761

Further information about SEND provision, services and support available across Doncaster can be found through the **Doncaster Local Offer**.

Doncaster Local Offer: <https://www.doncaster.gov.uk/services/schools/local-offer-get-involved>

The Local Offer provides information about education, health and social care services and support available for children and young people with SEND and their families.