

The Levett School



Thrive Induction Booklet

We've embraced



in our Setting

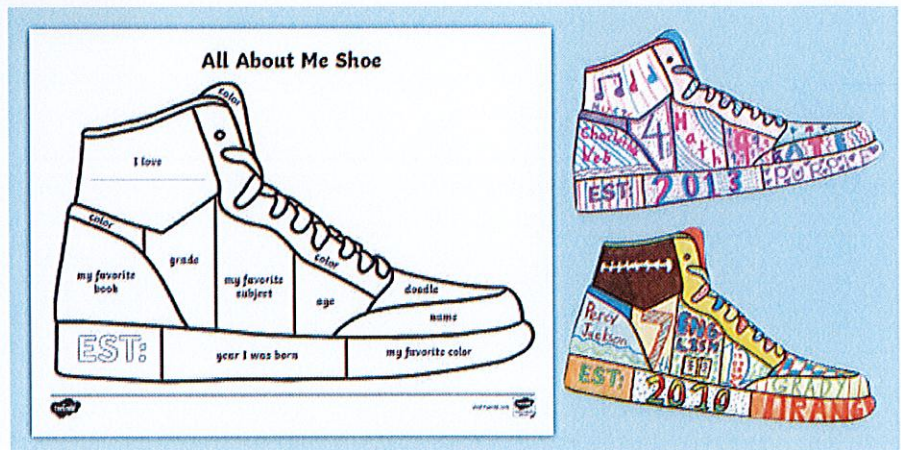
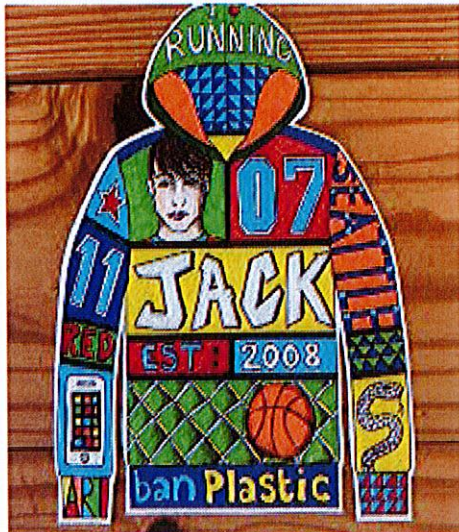
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Contents Page

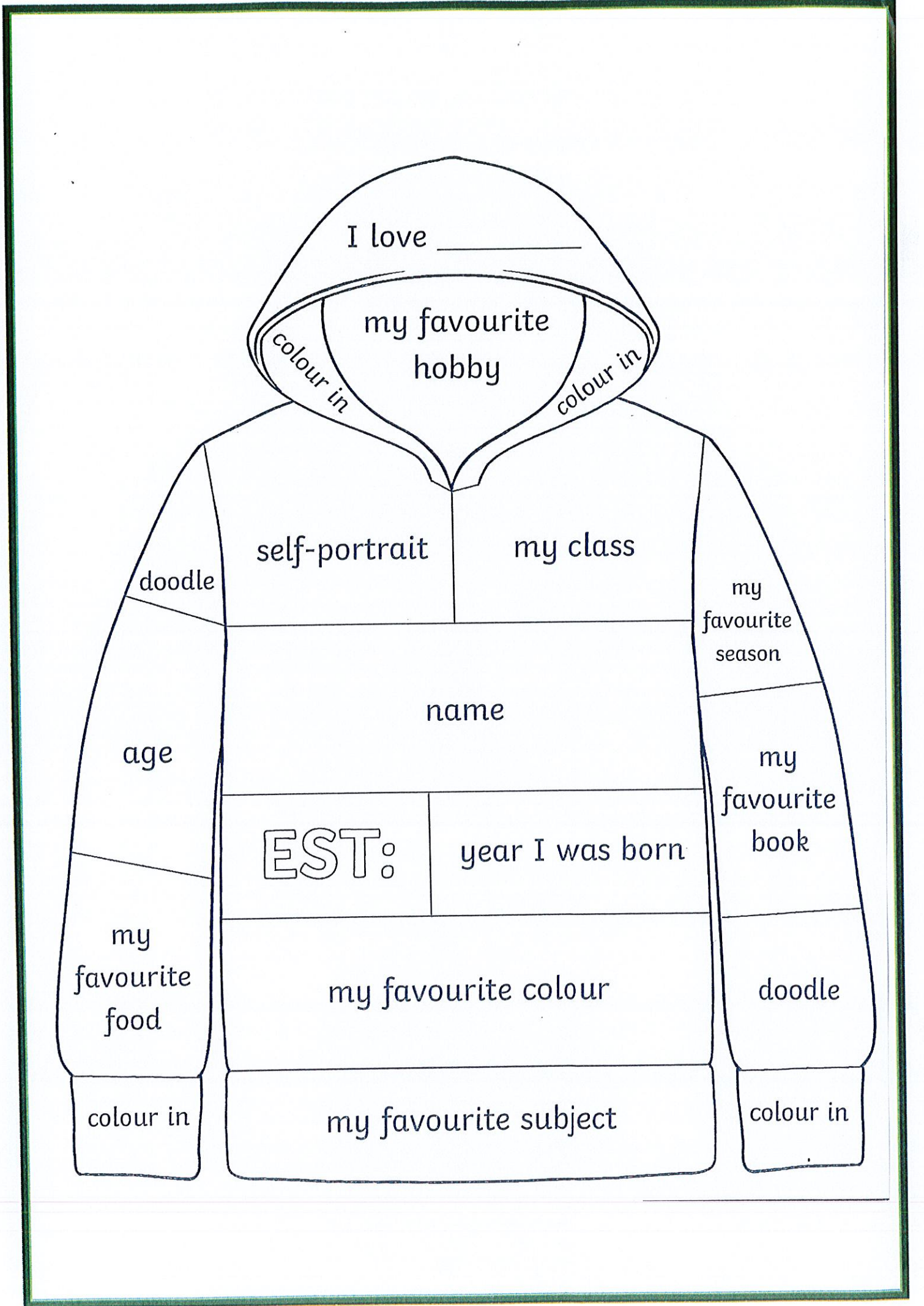
1. "All about me" Hoodie/Trainer task
2. "I can't imagine life without" Task
3. My Coping shield task
4. Dreams and Fear tree
5. My three iPhones (houses)
6. My Emotions
7. My one-page profile
8. My Strengths and Weaknesses
9. My Spotify playlist
10. My safe places
11. Thrive Baselines
12. My Fidget shopping list
13. GL Reading Assessment
14. School Timetables
15. How will I get to school?
16. School Dinners
17. Levett School Uniform
18. Interventions and Provisions

19. Parent/Carer Wishes and Feelings
20. My Brain Project
21. Exit Ticket- Welcome to Levett

All about Me



This is your chance to tell us a little about yourself. You only have to share what you are comfortable sharing with us.



I love _____

my favourite
hobby

colour in

colour in

self-portrait

my class

doodle

my
favourite
season

name

age

my
favourite
book

EST:

year I was born

my
favourite
food

my favourite colour

doodle

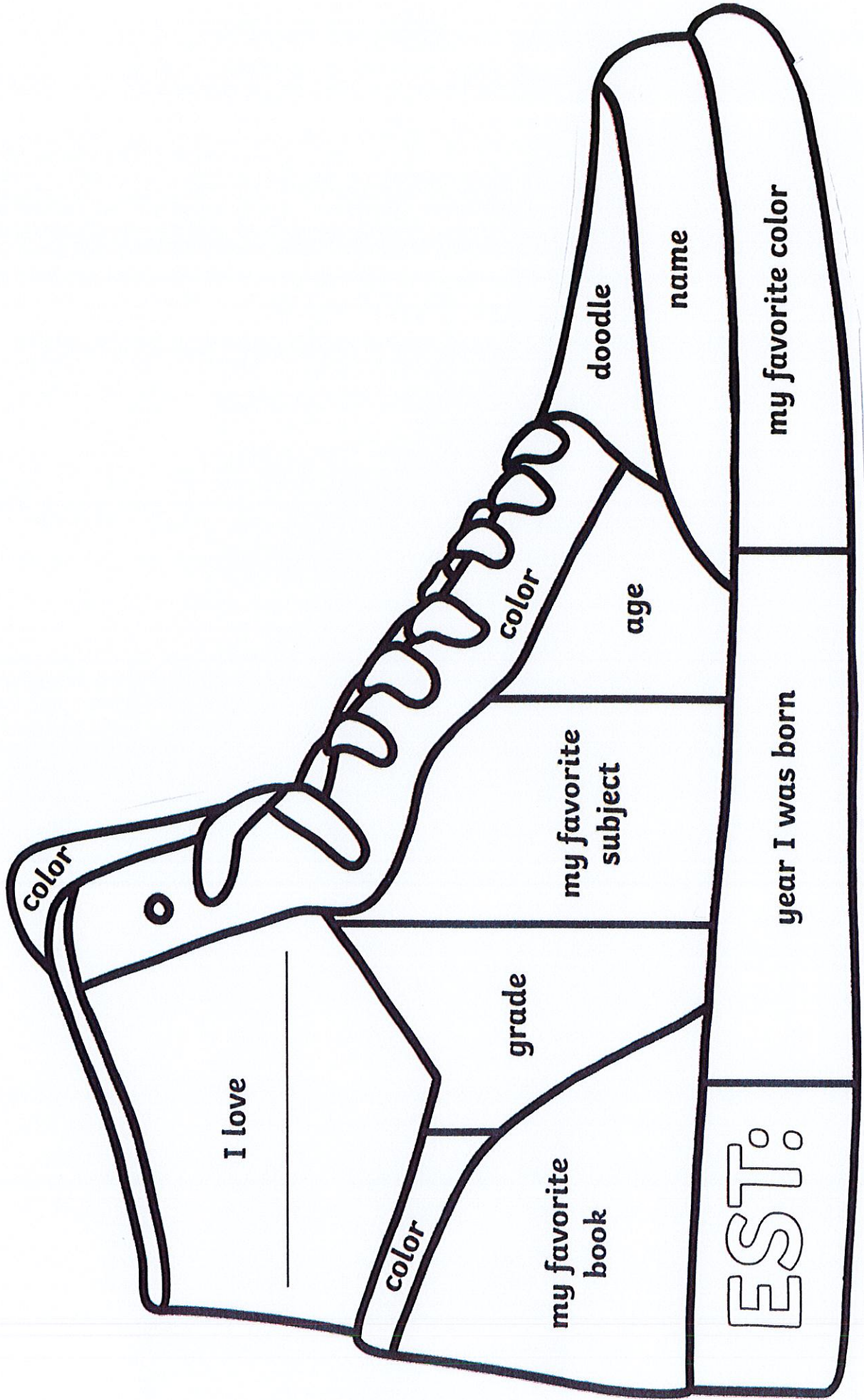
colour in

my favourite subject

colour in



EST:



color

I love _____

color

my favorite
book

grade

my favorite
subject

age

color

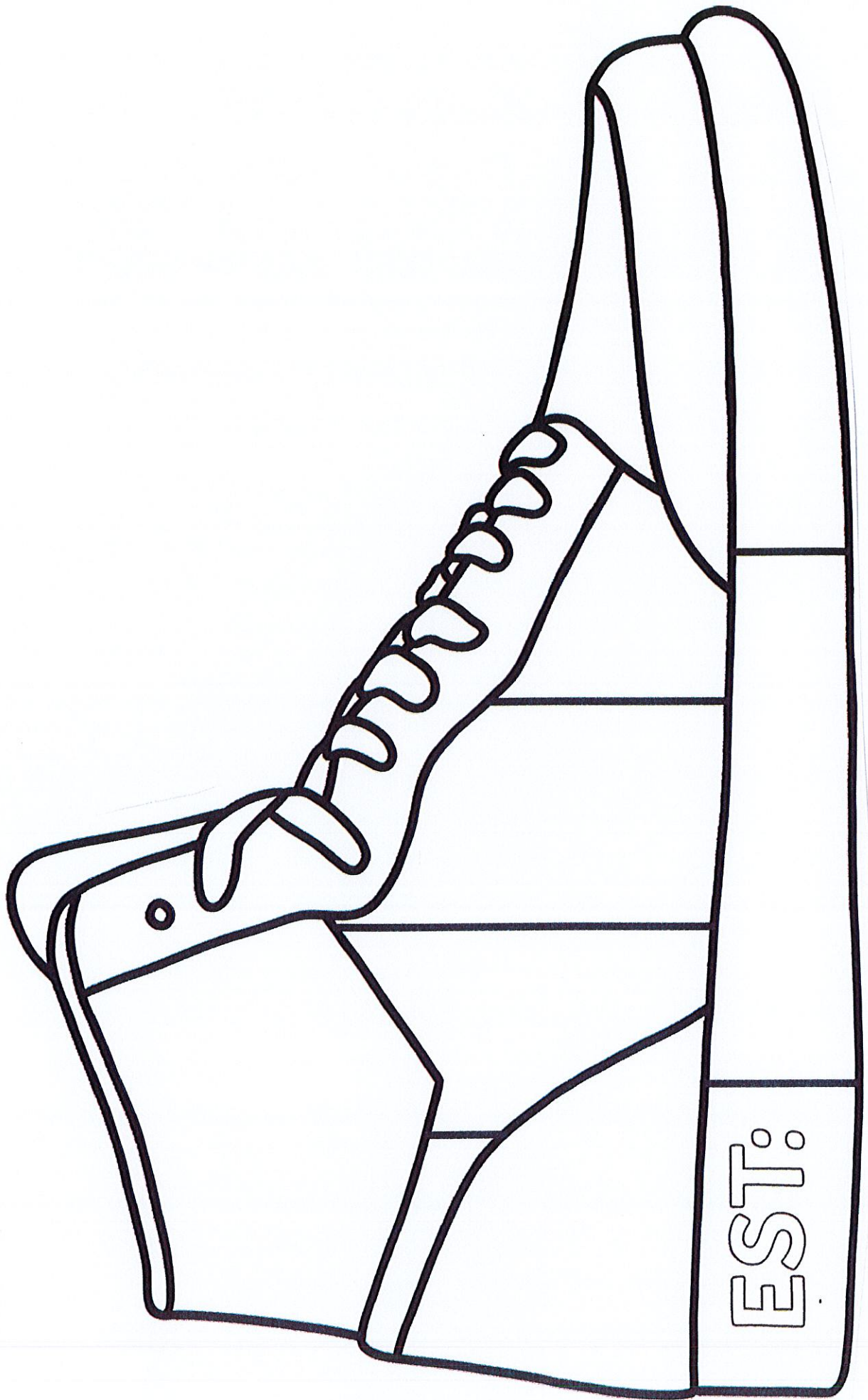
doodle

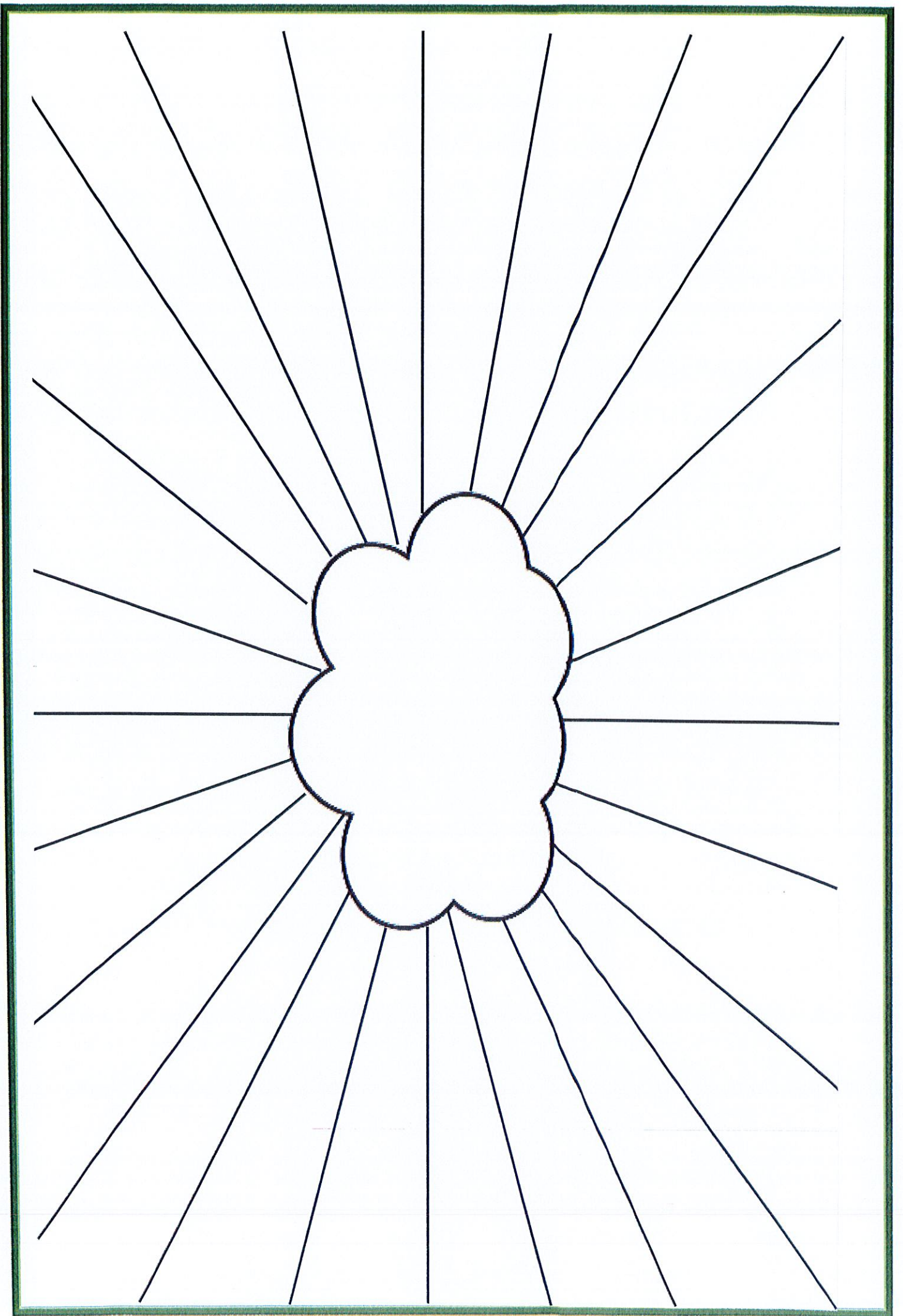
name

my favorite color

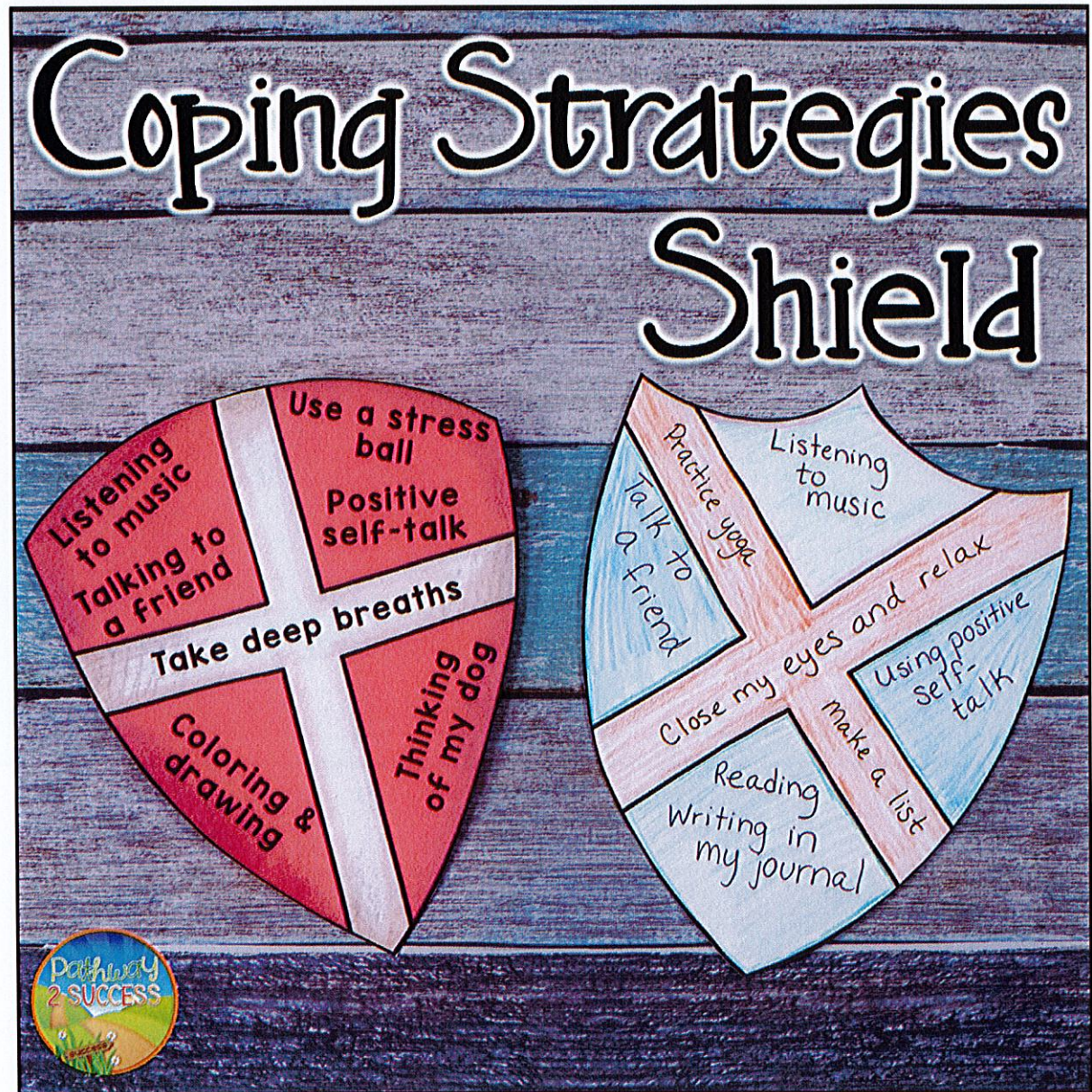
year I was born

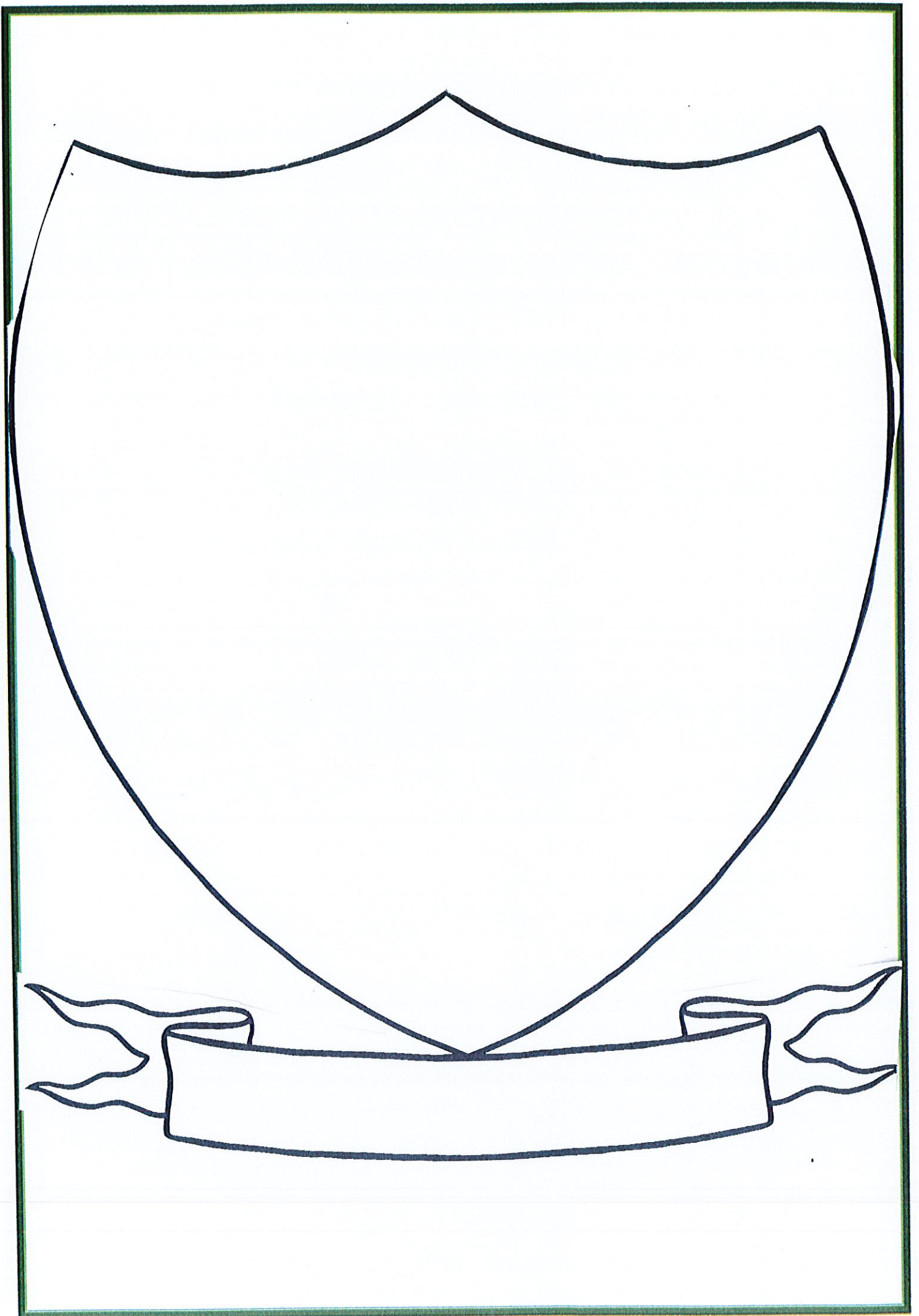
EST:

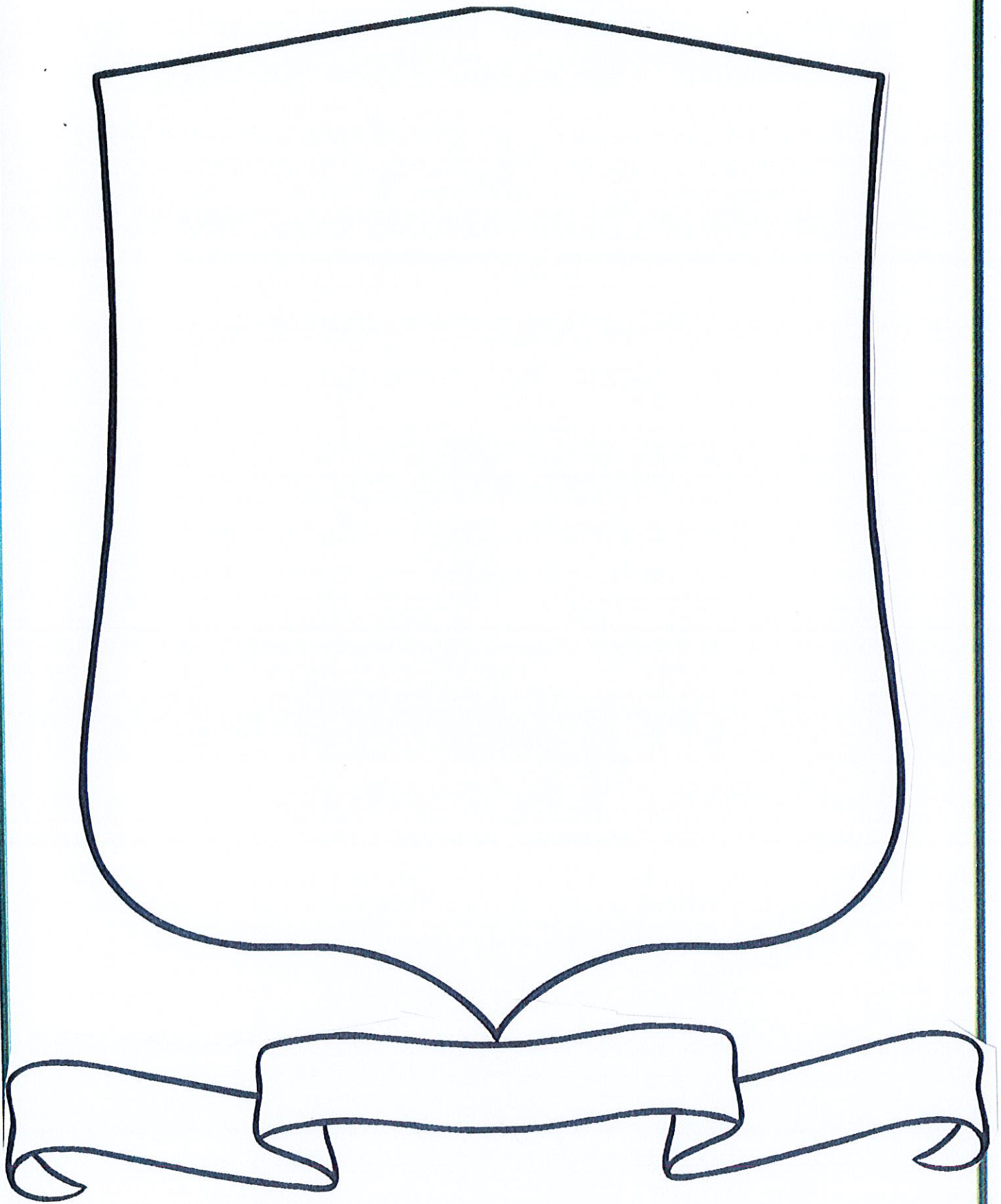


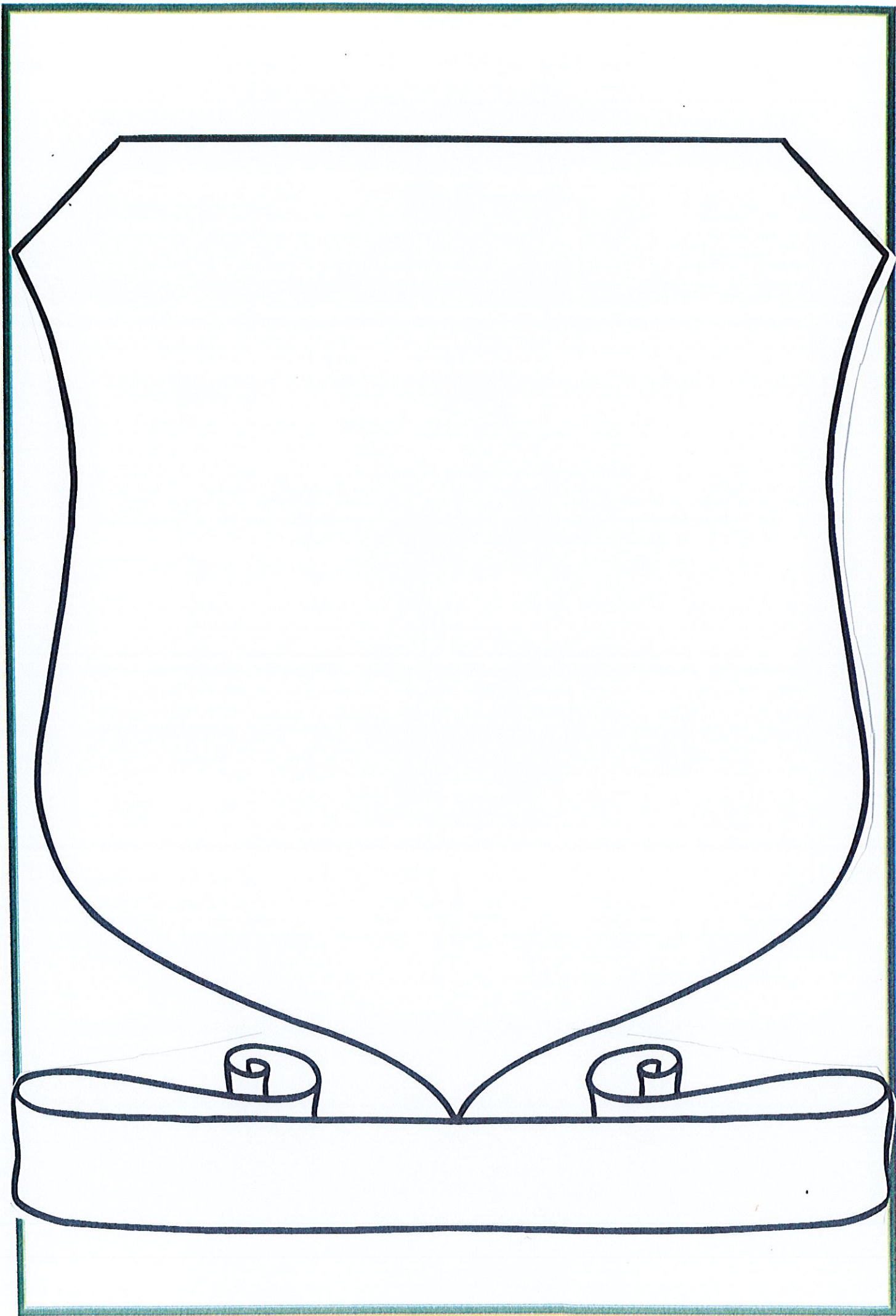


My Coping Shield

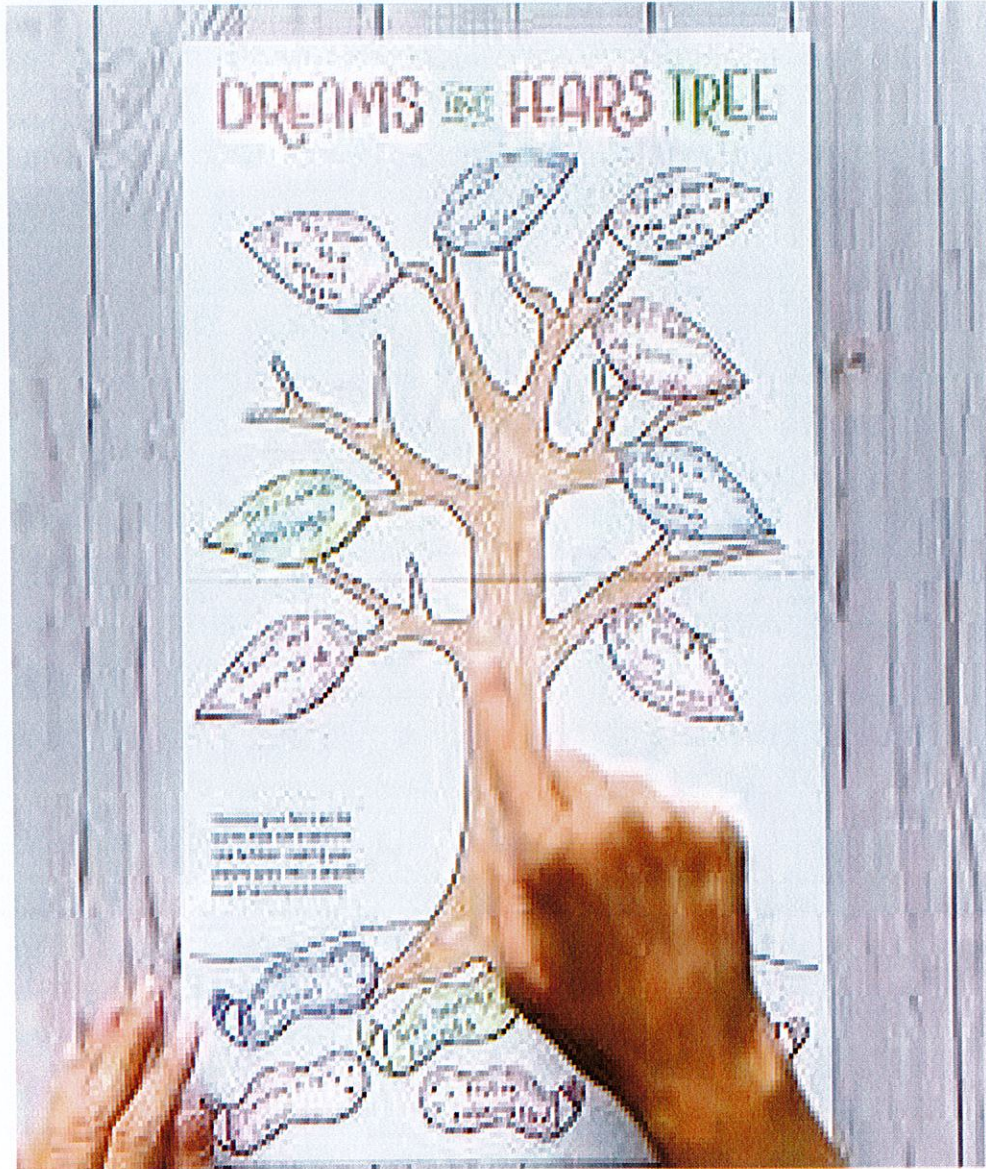


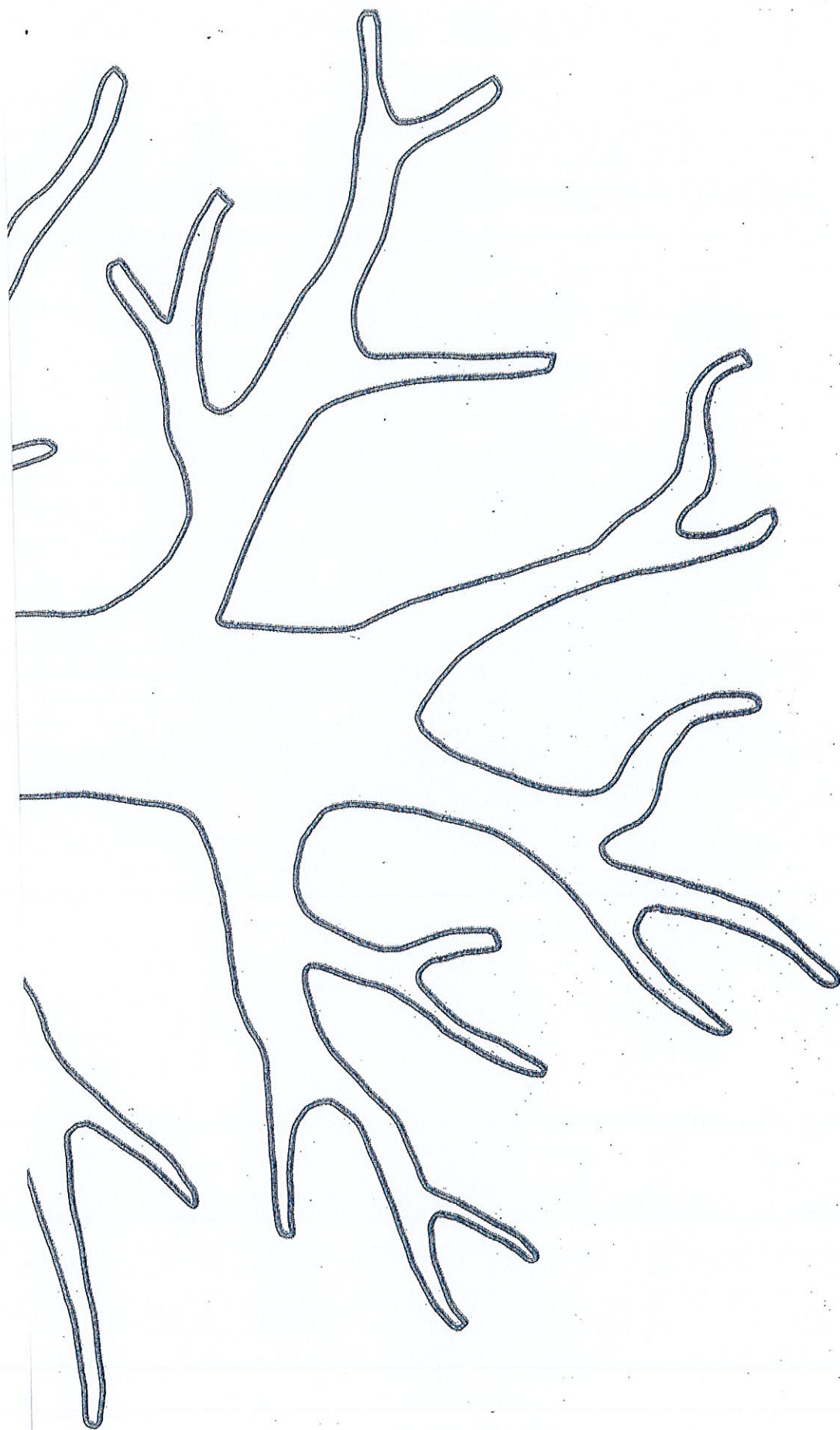




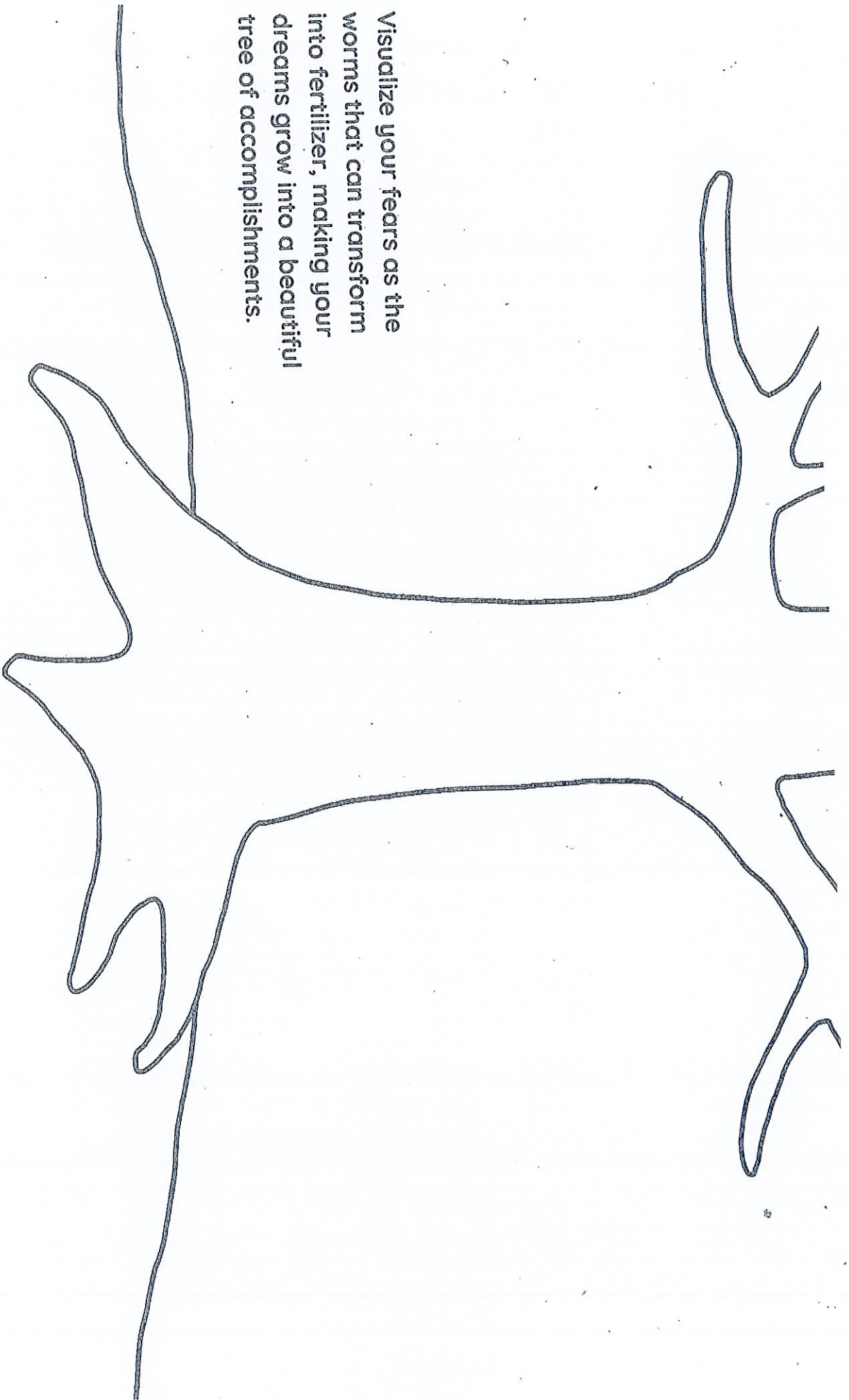


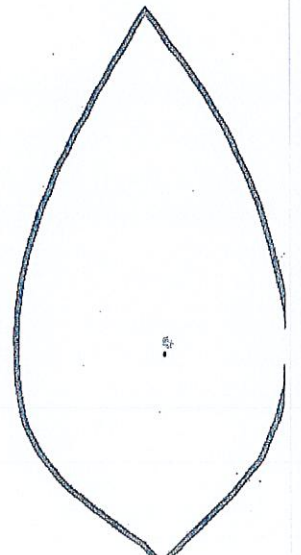
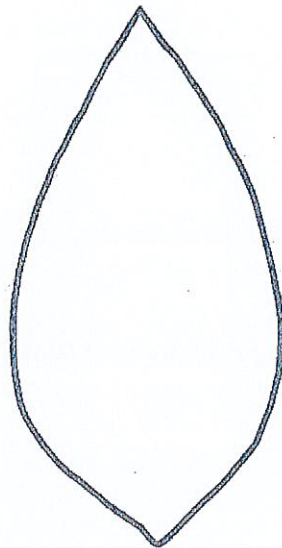
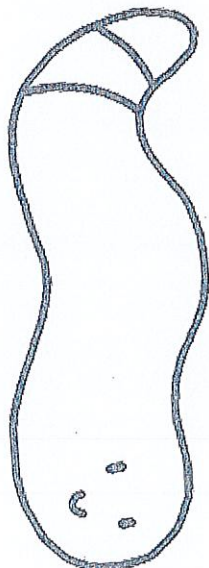
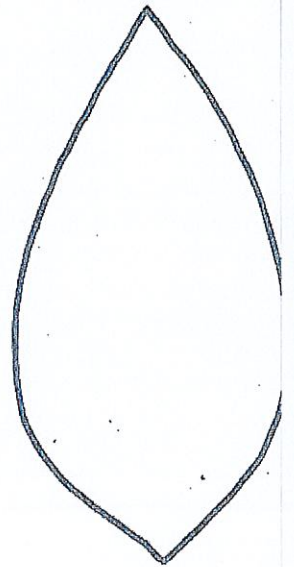
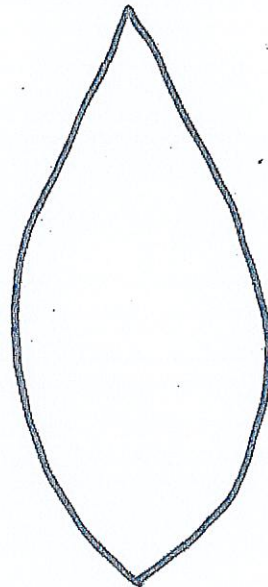
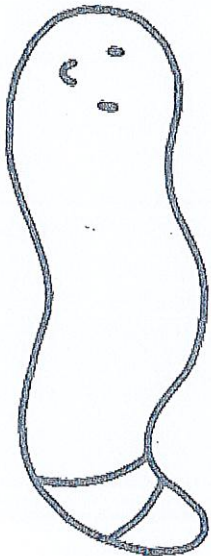
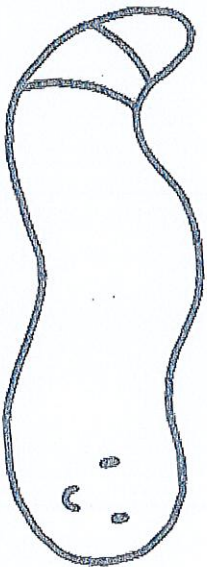
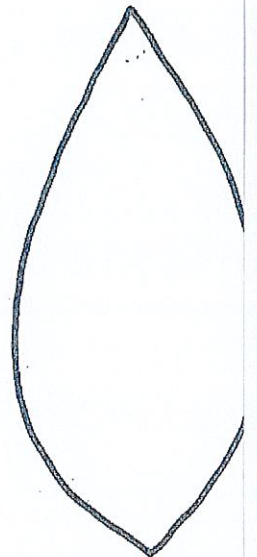
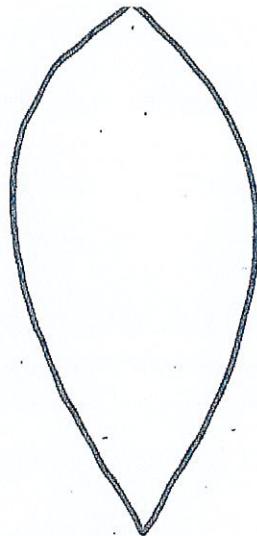
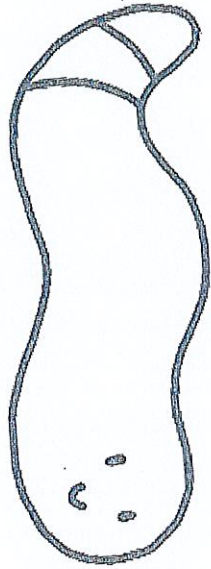
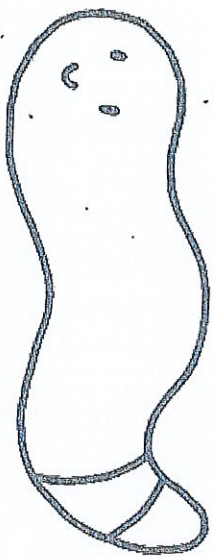
Dreams and Fears Tree

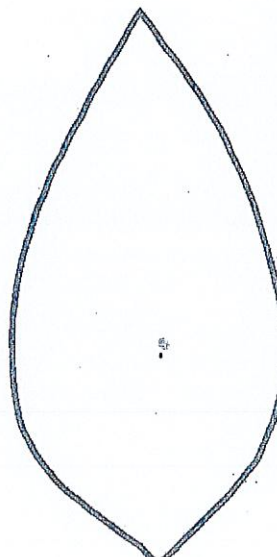
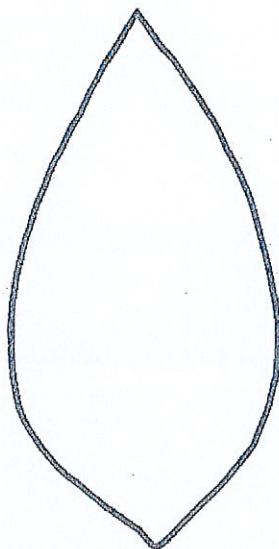
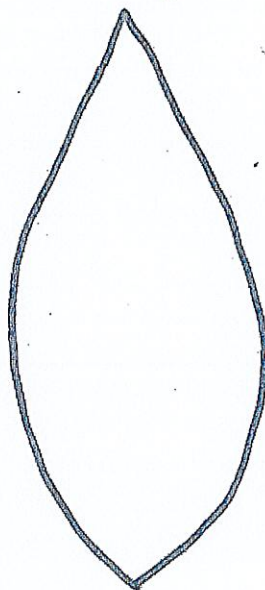
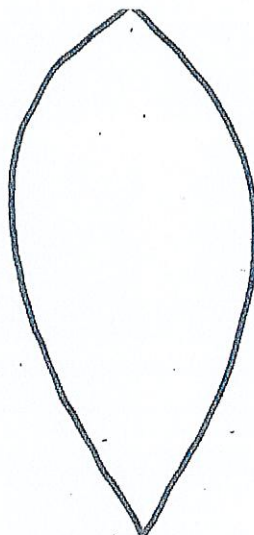
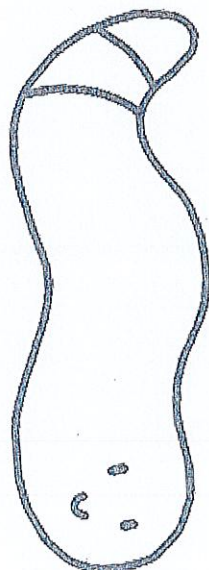
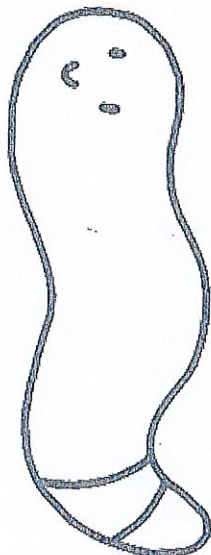
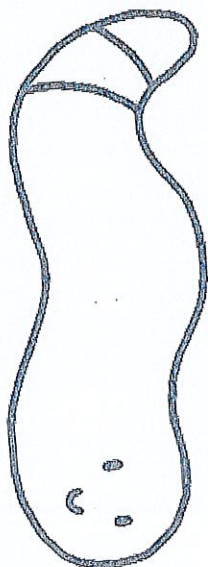
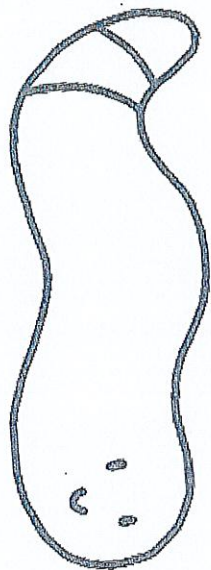
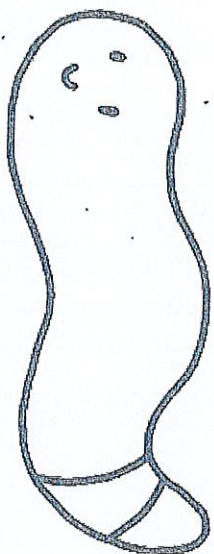




Visualize your fears as the worms that can transform into fertilizer, making your dreams grow into a beautiful tree of accomplishments.





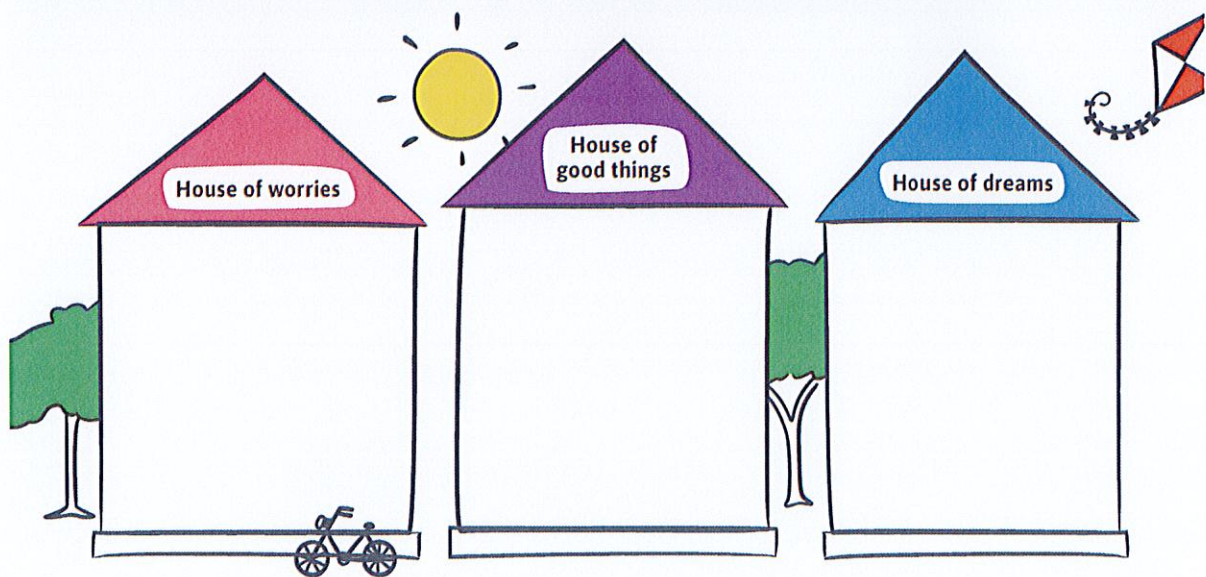


My Three iPhones (Houses)

Three Houses

Me first

Children and young people
centred communication

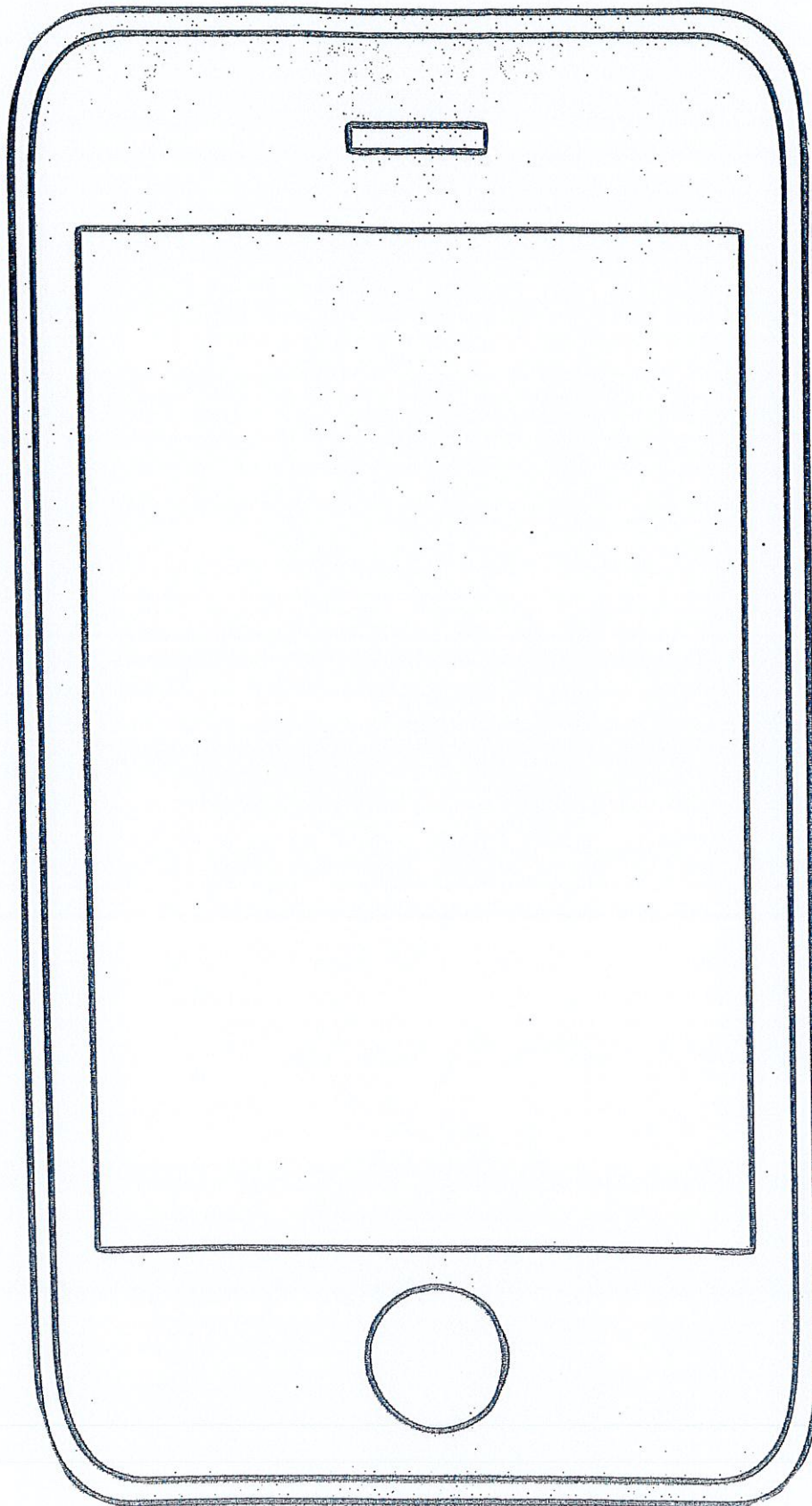


mefirst.org.uk

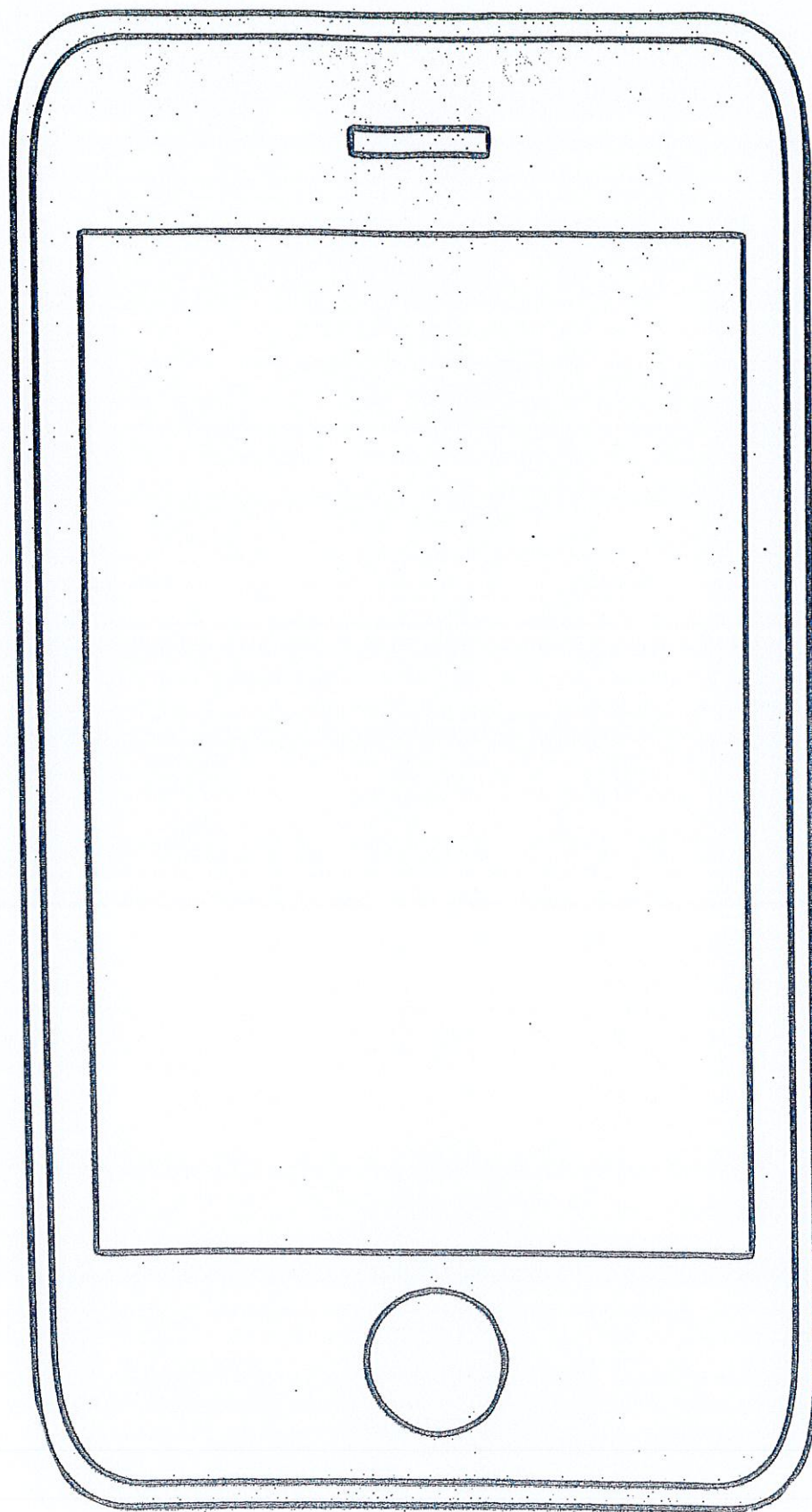
NHS
Great Ormond Street
Hospital for Children
NHS Foundation Trust

We will look at this, but we will use my three iPhones.

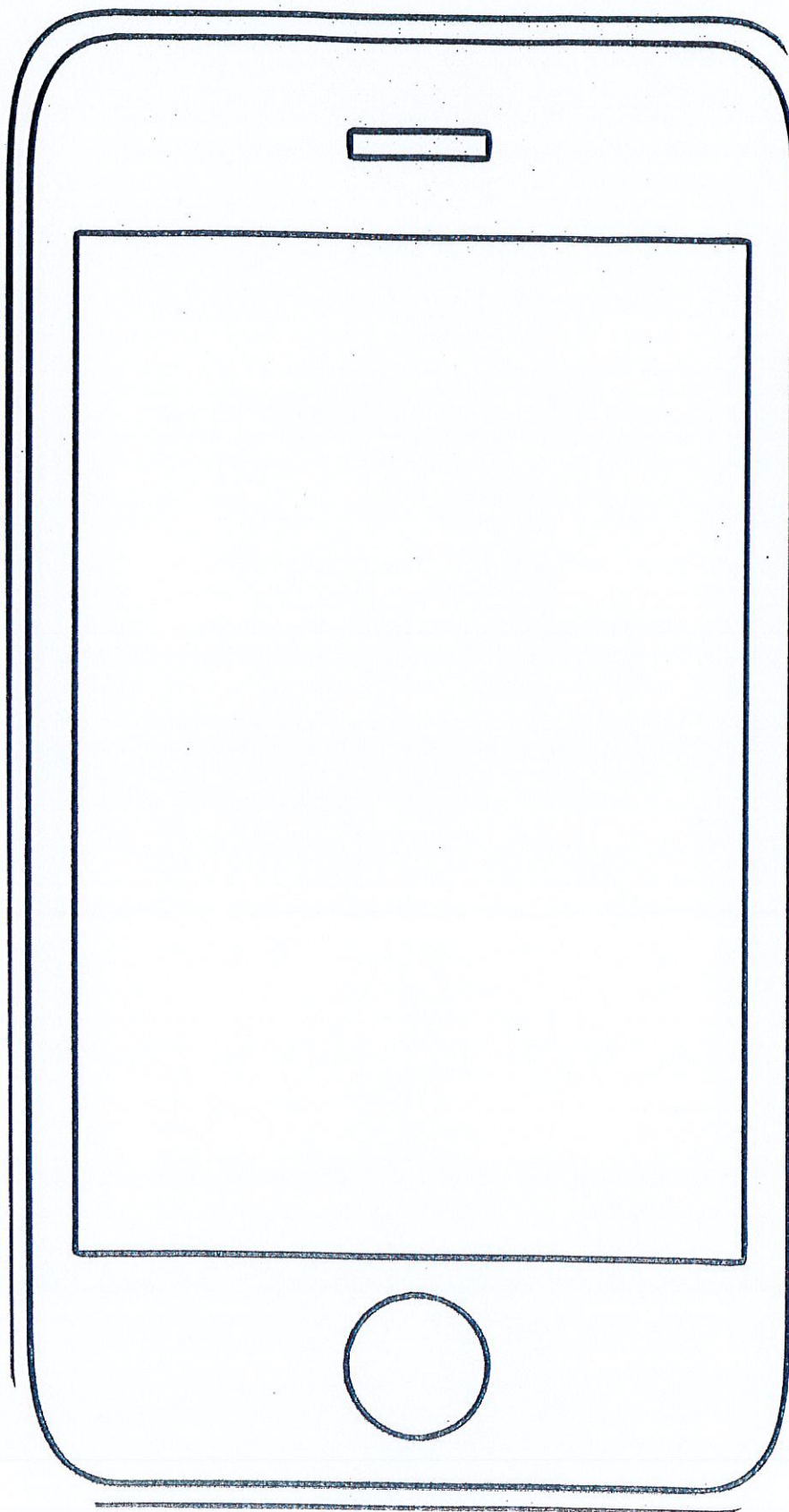
My iPhone of worries



My iPhone of good things



My iPhone of Dreams



My Emotions



Feelings

Match the adjectives in the box below to the feelings in the movie *Inside Out*.
Then underline the right adjective in the sentences.



- afraid alarmed annoyed bitter blue cheerful cross delighted
depressed eager envious ecstatic frightened furious glad gloomy
grumpy homesick irritated miserable nasty sick upset worried

Joy



Disgust



Fear



Anger

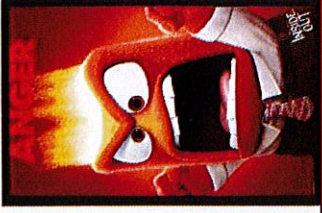
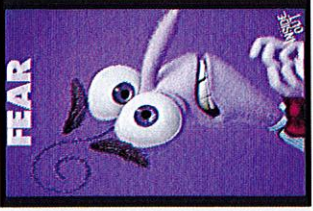


Sad



1. Mary was a **nasty** / **cheerful** / **gloomy** person who started rumours about all kinds of people.
2. I'm **irritated** / **eager** / **upset** to show you my new laptop. I love it. It's amazing!
3. Mum was so **delighted** / **homesick** / **cross** with me when she saw that my room was really untidy.
4. Karl is always **envious** / **afraid** / **grumpy** in the morning. He doesn't like talking to anybody.
5. Rainy days make many people feel **blue** / **furious** / **scary**.
6. I have felt **alarmed** / **cross** / **homesick** since she moved out. I miss my friends and my old house.
7. Erin felt **ecstatic** / **gloomy** / **frightened** when she split up with her boyfriend.
8. I'm really **worried** / **miserable** / **cheerful** about my exams results. The last one was so hard!
9. My friend is **depressed** / **envious** / **eager** of my success. She always wants to be the best!
10. Tom was absolutely **upset** / **delighted** / **worried** with my birthday present. He smiled and thanked.
11. Ann felt **delighted** / **annoyed** / **sick** when she heard her brother shouting while she was studying.
12. The little boy feels **depressed** / **grumpy** / **glad** because his dog has just died.
13. This morning my boss was **ecstatic** / **frightened** / **irritated** when I arrived late again.
14. Dishonest people make me feel **blue** / **sick** / **gloomy**.
15. People in Paris are really **bitter** / **alarmed** / **glad** with the terrorist attacks.
16. She was **ecstatic** / **gloomy** / **grumpy** to learn that she was soon to be a grandmother. Great news!
17. Erin felt **scary** / **miserable** / **afraid** after she lied to her friend. She is really sorry now.
18. Fiona is a **bitter** / **cheerful** / **homesick** old neighbour of mine. She can't stand children!

'Inside Out' Feelings Word Mat - Key Stage 2



delighted

ecstatic

elated

euphoric

happy

overjoyed

thrilled

crestfallen

dejected

depressed

despondent

heartbroken

miserable

sad

afraid

anxious

apprehensive

frightened

panicked

tense

terrified

appalled

disgusted

dismayed

repulsed

offended

shocked

sickened

angry

annoyed

fuming

furiously

incensed

livid

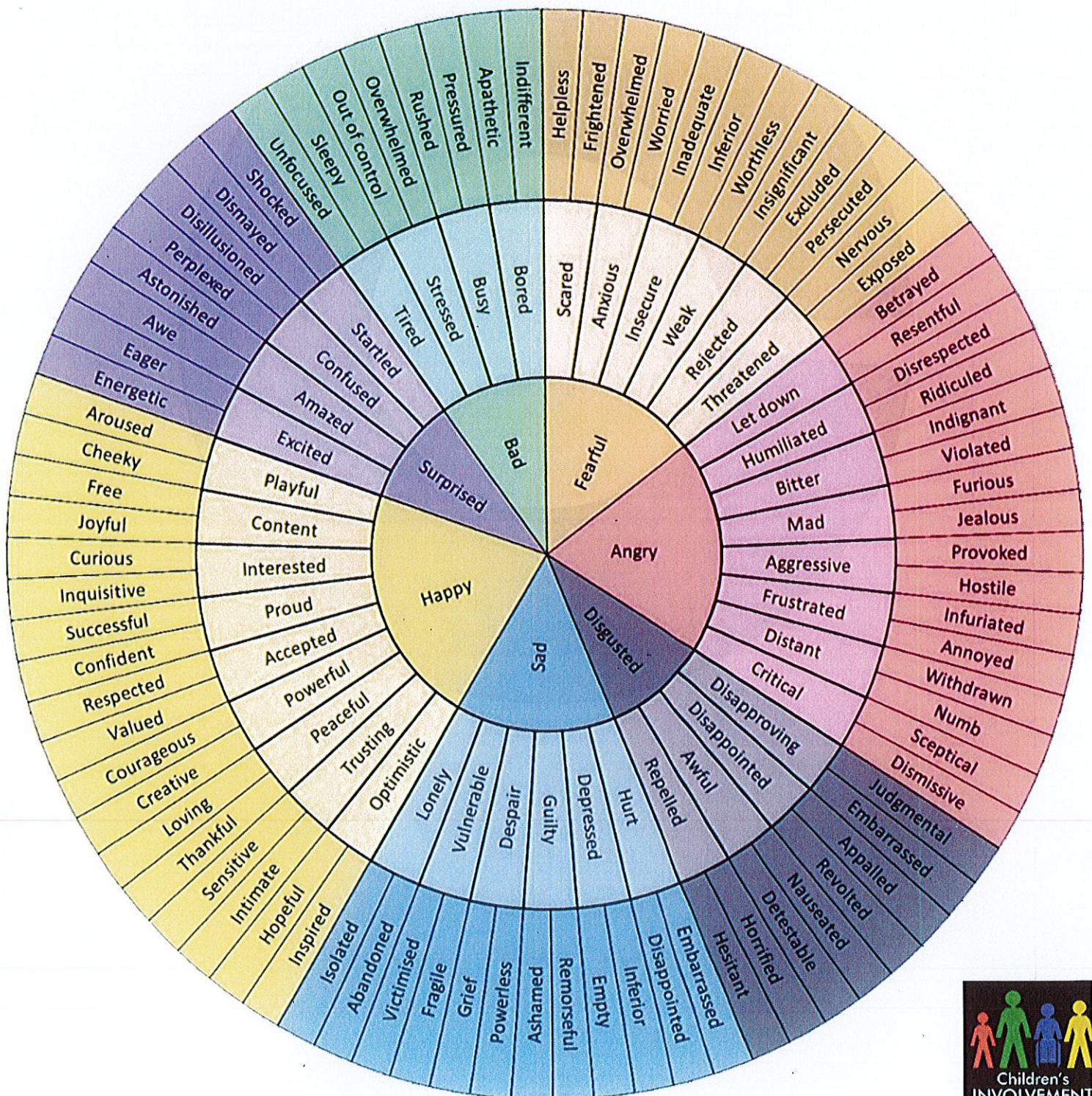
outraged

How I feel wheel

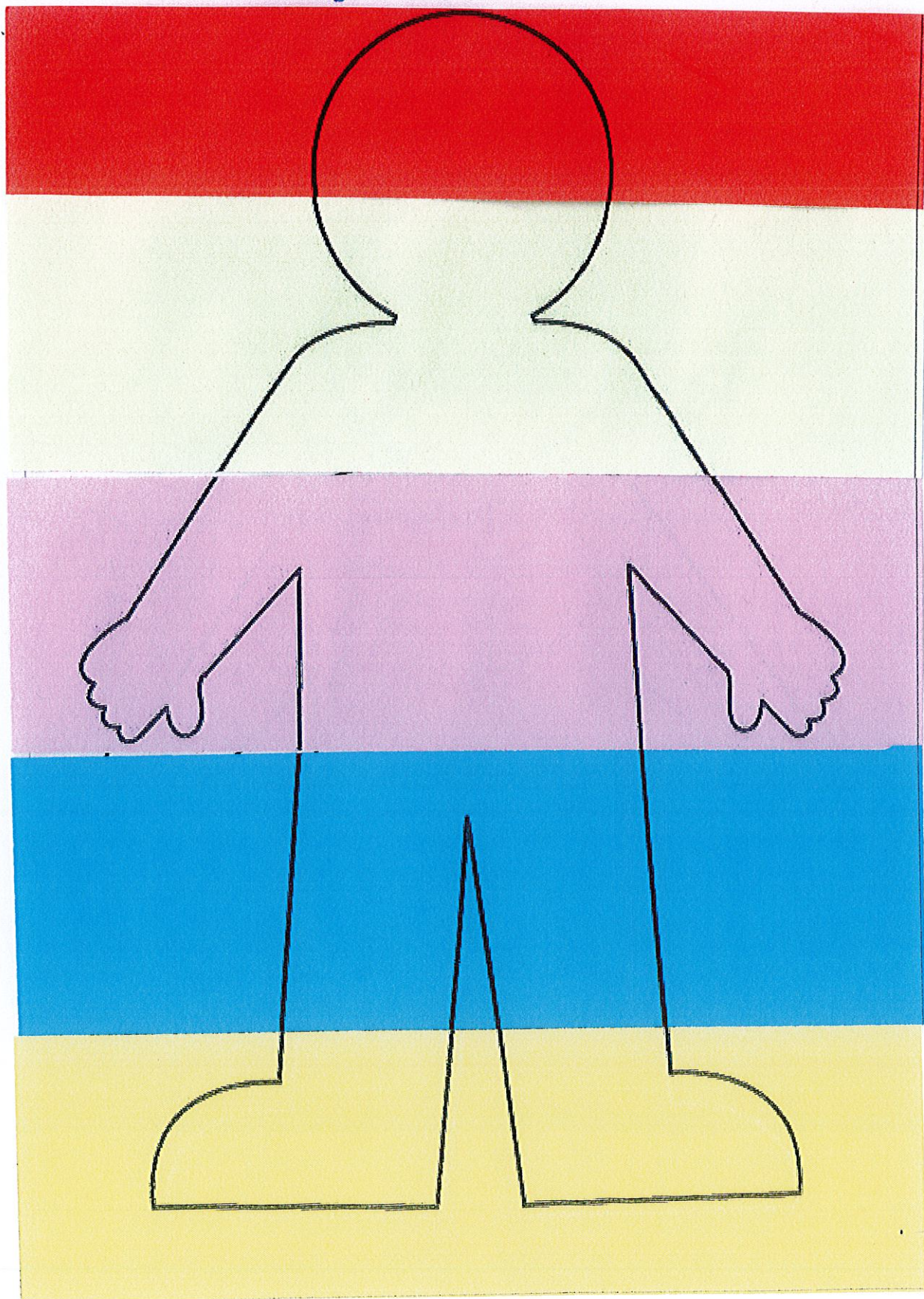
This wheel helps you to think about how you are feeling.
Start off with wheel 1 and work outwards.

1. Use wheel 1 to find the word that best describes how you are feeling today.
2. Use wheel 2 to find the section of words that are the same colour as wheel 1's feeling. Then use wheel 2 to find the word that best describes how you are feeling today.
3. Use wheel 3 to find the section of words that are the same colour as wheel 2's feeling. Then use wheel 3 to find the word that best describes how you are feeling today.

As you use the wheel, try and think about why you picked each word.



My Emotions



My one-page profile

<p>My name</p>	<p>My photo goes here</p>
<p>What others like to know about me</p>	<p>What is important to me</p> 
<p>How best to support me</p>	

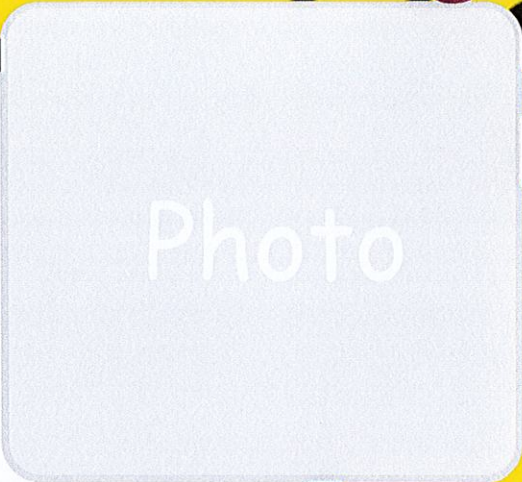
From
CASH
Trust



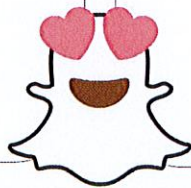
Snapchat



What people like and admire about me...



What makes me happy



How I want to be supported



Positive Handling Plan/Risk Assessment

Pupil Name:	Date of plan:
-------------	---------------

What does the behaviour look like?

Stage 1 Anxiety Behaviours

What does this look like?



Stage 2 Defensive Behaviours

What does this look like?



Stage 3 Crisis Behaviours

What does this look like?



Stage 4 Recovery Behaviours

What does this look like?



Stage 5 Depression Behaviours

What does this look like?



Stage 6 Follow up

What does this look like?



Positive Handling Plan/Risk Assessment



De-escalation Skills:			
	Try	Avoid	Notes
Verbal advice and support	X	X	
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Time-out			
Supportive touch			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			
Apologising			
Agreeing			
Removing audience			
Others			
Remind of:			
Rules, rights and responsibilities			
Remind of consequences			
Remind of successes			
Other			
Recommended Safe Place			
Key Adults to Support			
Pupils Interests/Praise Points			

What are the common triggers?

Any medical conditions to be taken into account before using physical interventions?

Positive Handling Plan/Risk Assessment



Preferred method of physical intervention?

	Try	Avoid	Notes
Friendly escort	X		
Single elbow	X		
Figure of four	X		
Double elbow	X		
Single elbow in seats	X		
Half Shield	X		
Caring C	X		

Factors to consider when debriefing/completing restorative?

--

Date of Positive Handling Plan/RA Review

--

Plan signed and agreed by:

Class Teacher: _____

Parents/Carer: _____

Child: _____

Positive Handling Plan/Risk Assessment



Individual Risk Assessment			
This document considers all triggers and risks associated with behaviour.			
Room Designation		Reason for risk assessment:	
(Please describe location, and name any specific hazards specific to this room):			
Significant Hazards and Associated Risk: <i>Those hazards which may result in serious harm or affect several people</i>	Those who might be harmed: <i>Number and age of young people Number of staff. Others at risk.</i>	Control Measures: <i>Controls, including relevant sources of guidance</i>	Residual Risk: Must be "acceptable", otherwise reassess controls Red – High Amber – Medium Green - Acceptable

Control measures are **the things you put in place to reduce risk and prevent harm**. A successful risk assessment must check existing controls, and consider if you need to do more.

My Strengths and Difficulties



Strengths and Difficulties Questionnaire - Teacher

For each item, please mark the box for Not True, Somewhat True or Certainly True. Please answer all questions even if you are not absolutely certain or the item seems daft. Please give your answers on the basis of the child's behaviour over the last 6 months.

Child's Name: **Male/Female**

Date of Birth:

		Not True	Somewhat True	Certainly True
1	Considerate of other people's feelings	0	1	2
2	Restless, overactive, cannot stay still for long	0	1	2
3	Often complains of headaches, stomach-aches or sickness	0	1	2
4	Shares readily with other children	0	1	2
5	Often has temper tantrums or hot tempers	0	1	2
6	Rather solitary, tends to play alone	0	1	2
7	Generally obedient, usually does what adults request	2	1	0
8	Many worries, often seems worried	0	1	2
9	Helpful if someone is hurt, upset or feeling ill	0	1	2
10	Constantly fighting or squirming	0	1	2
11	Has at least one good friend	2	1	0
12	Often fights with other children or bullies them	0	1	2
13	Often unhappy, down-hearted or tearful	0	1	2
14	Generally liked by other children	2	1	0
15	Easily distracted, concentration wanders	0	1	2
16	Nervous or clingy in new situations, easily loses confidence	0	1	2
17	Kind to younger children	0	1	2
18	Often lies or cheats	0	1	2
19	Picked on or bullied by other children	0	1	2
20	Often volunteers to help others (parents, teachers, peers)	0	1	2
21	Thinks things out before acting	2	1	0
22	Steals from home, school or elsewhere	0	1	2
23	Gets on better with adults than with other children	0	1	2
24	Many fears, easily scared	0	1	2
25	Sees tasks through to the end, good attention span	2	1	0

Signature.....

Date:

Teacher (please specify):

Scoring the Strengths and Difficulties Questionnaire - Teacher

Emotional Symptoms Scale

		Score
3	Often complains of headaches, stomach-aches or sickness	
8	Many worries, often seems worried	
13	Often unhappy, down-hearted or tearful	
16	Nervous or clingy in new situations, easily loses confidence	
24	Many fears, easily scared	

Conduct Problems Scale

		Score
5	Often has temper tantrums or hot tempers	
7	Generally obedient, usually does what adults request	
12	Often fights with other children or bullies them	
18	Often lies or cheats	
22	Steals from home, school or elsewhere	

Hyperactivity Scale

		Score
2	Restless, overactive, cannot stay still for long	
10	Constantly fighting or squirming	
15	Easily distracted, concentration wanders	
21	Thinks things out before acting	
25	Sees tasks through to the end, good attention span	

Peer Problems Scale

		Score
6	Rather solitary, tends to play alone	
11	Has at least one good friend	
14	Generally liked by other children	
19	Picked on or bullied by other children	
23	Gets on better with adults than with other children	

Prosocial Scale

		Score
1	Considerate of other people's feelings	
4	Shares readily with other children	
9	Helpful if someone is hurt, upset or feeling ill	
17	Kind to younger children	
20	Often volunteers to help others (parents, teachers, peers)	

TOTAL SCORE

	Score
Emotional Symptoms Scale	
Conduct Problems Scale	
Hyperactivity Score	
Peer Problems Score	
Prosocial Behaviour Score	
TOTAL DIFFICULTIES SCORE	

Scoring the Strengths and Difficulties Questionnaire - Parent

Emotional Symptoms Scale

		Score
3	Often complains of headaches, stomach-aches or sickness	
8	Many worries, often seems worried	
13	Often unhappy, down-hearted or tearful	
16	Nervous or clingy in new situations, easily loses confidence	
24	Many fears, easily scared	

Conduct Problems Scale

		Score
5	Often has temper tantrums or hot tempers	
7	Generally obedient, usually does what adults request	
12	Often fights with other children or bullies them	
18	Often lies or cheats	
22	Steals from home, school or elsewhere	

Hyperactivity Scale

		Score
2	Restless, overactive, cannot stay still for long	
10	Constantly fighting or squirming	
15	Easily distracted, concentration wanders	
21	Thinks things out before acting	
25	Sees tasks through to the end, good attention span	

Peer Problems Scale

		Score
6	Rather solitary, tends to play alone	
11	Has at least one good friend	
14	Generally liked by other children	
19	Picked on or bullied by other children	
23	Gets on better with adults than with other children	

Prosocial Scale

		Score
1	Considerate of other people's feelings	
4	Shares readily with other children	
9	Helpful if someone is hurt, upset or feeling ill	
17	Kind to younger children	
20	Often volunteers to help others (parents, teachers, peers)	

TOTAL SCORE

	Score
Emotional Symptoms Scale	
Conduct Problems Scale	
Hyperactivity Score	
Peer Problems Score	
Prosocial Behaviour Score	
TOTAL DIFFICULTIES SCORE	

Scoring the Strengths and Difficulties Questionnaire - Pupil

Emotional Symptoms Scale

		Score
3	Often complains of headaches, stomach-aches or sickness	
8	Many worries, often seems worried	
13	Often unhappy, down-hearted or tearful	
16	Nervous or clingy in new situations, easily loses confidence	
24	Many fears, easily scared	

Conduct Problems Scale

		Score
5	Often has temper tantrums or hot tempers	
7	Generally obedient, usually does what adults request	
12	Often fights with other children or bullies them	
18	Often lies or cheats	
22	Steals from home, school or elsewhere	

Hyperactivity Scale

		Score
2	Restless, overactive, cannot stay still for long	
10	Constantly fighting or squirming	
15	Easily distracted, concentration wanders	
21	Thinks things out before acting	
25	Sees tasks through to the end, good attention span	

Peer Problems Scale

		Score
6	Rather solitary, tends to play alone	
11	Has at least one good friend	
14	Generally liked by other children	
19	Picked on or bullied by other children	
23	Gets on better with adults than with other children	

Prosocial Scale

		Score
1	Considerate of other people's feelings	
4	Shares readily with other children	
9	Helpful if someone is hurt, upset or feeling ill	
17	Kind to younger children	
20	Often volunteers to help others (parents, teachers, peers)	

TOTAL SCORE

	Score
Emotional Symptoms Scale	
Conduct Problems Scale	
Hyperactivity Score	
Peer Problems Score	
Prosocial Behaviour Score	
TOTAL DIFFICULTIES SCORE	

Interpreting Symptom Scores and Defining "Caseness" from Symptom Scores

Teacher Completed Questionnaire:

	Normal	Borderline	Abnormal
Total Difficulties Score	0 - 11	12 - 15	16 - 40
Emotional Symptoms Score	0 - 4	5	6 - 10
Conduct Problems Score	0 - 2	3	4 - 10
Hyperactivity Score	0 - 5	6	7 - 10
Peer Problems Score	0 - 3	4	5 - 10
Prosocial Behaviour Score	6 - 10	5	0 - 4
Teacher Analysis	-		

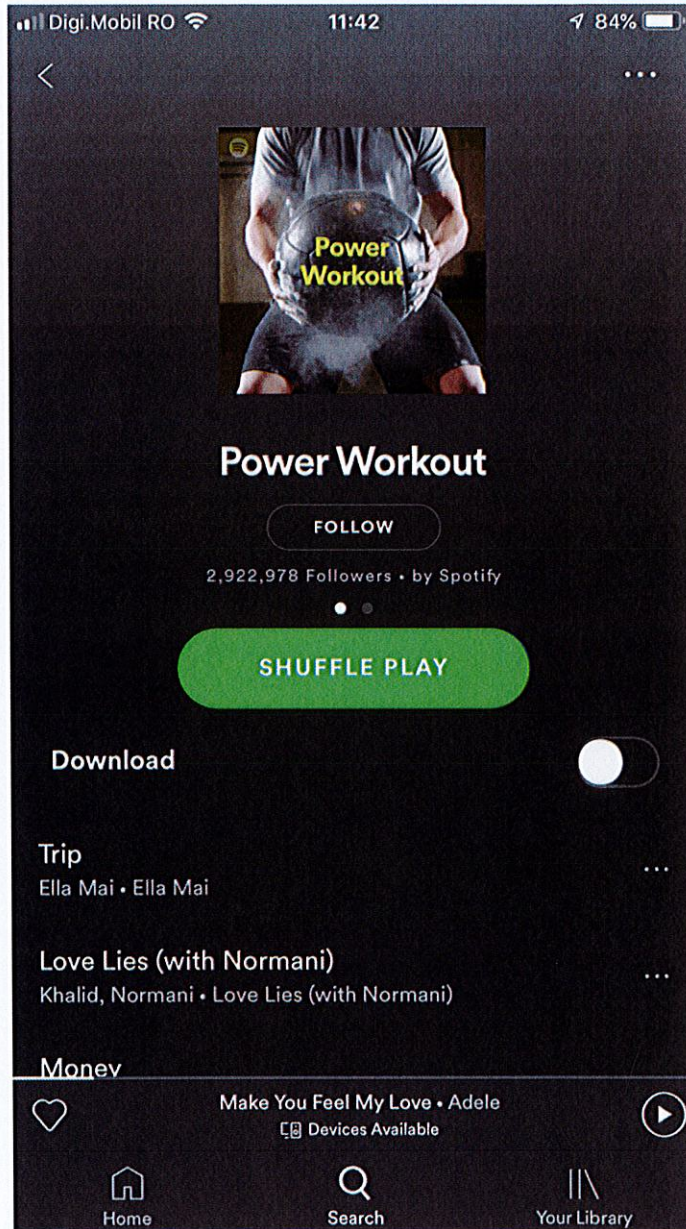
Parent Completed Questionnaire:

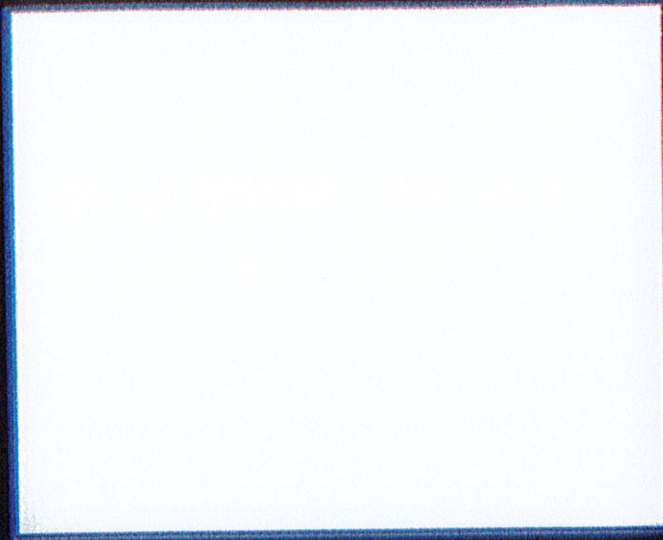
	Normal	Borderline	Abnormal
Total Difficulties Score	0 - 13	14 - 16	17 - 40
Emotional Symptoms Score	0 - 3	4	5 - 10
Conduct Problems Score	0 - 2	3	4 - 10
Hyperactivity Score	0 - 5	6	7 - 10
Peer Problems Score	0 - 2	3	4 - 10
Prosocial Behaviour Score	6 - 10	5	0 - 4
Teacher Analysis	-		

Pupil Completed Questionnaire (from 11yrs Only):

	Normal	Borderline	Abnormal
Total Difficulties Score	0 - 15	16 - 19	20 - 40
Emotional Symptoms Score	0 - 5	6	7 - 10
Conduct Problems Score	0 - 3	4	5 - 10
Hyperactivity Score	0 - 5	6	7 - 10
Peer Problems Score	0 - 3	4-5	6 - 10
Prosocial Behaviour Score	6 - 10	5	0 - 4
Teacher Analysis	-		

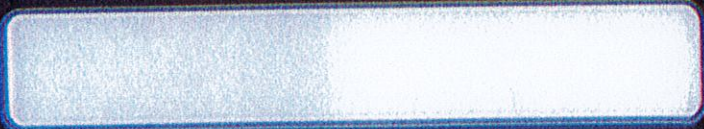
My Spotify Playlist

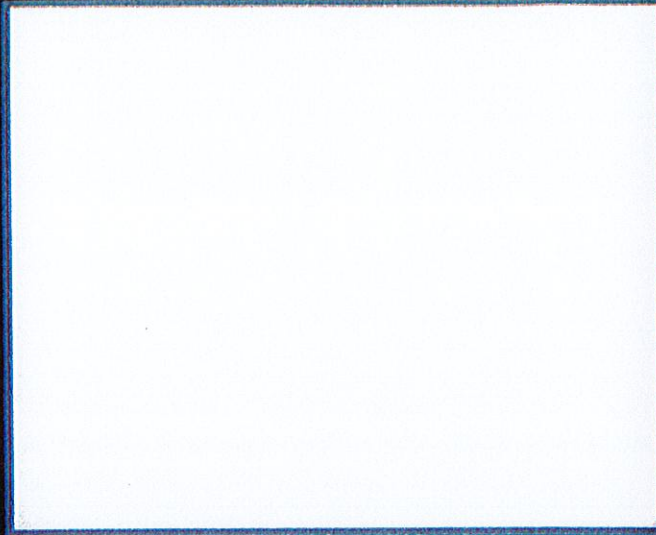




SHUFFLE PLAY

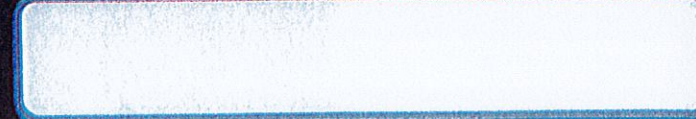
ADD SONGS



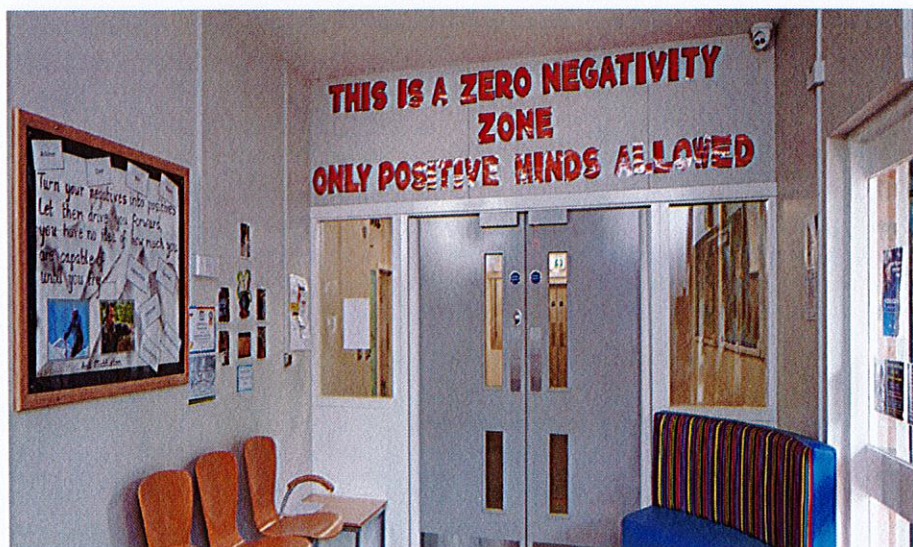


SHUFFLE PLAY

ADD SONGS



My safe places



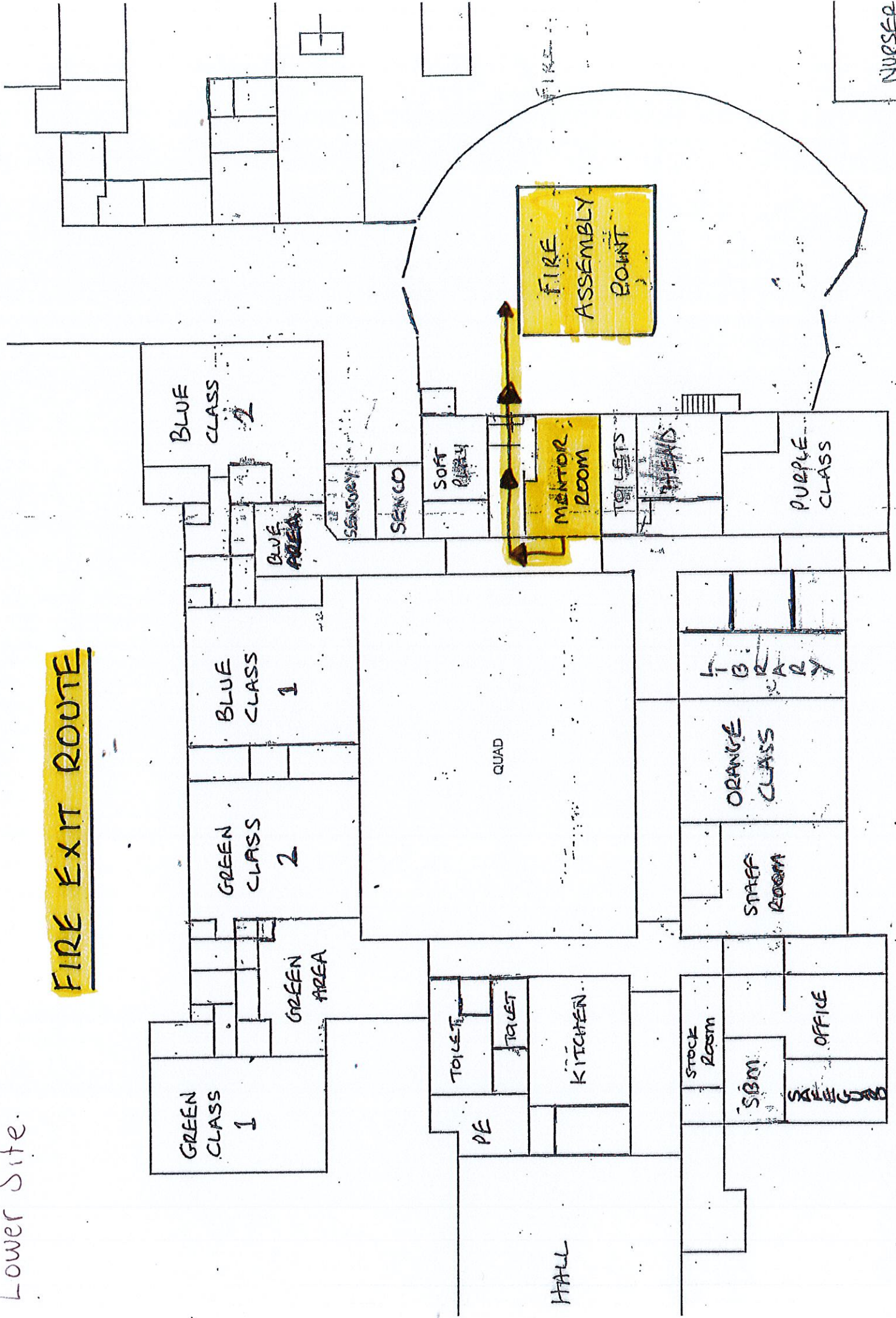
Upper Site



Lower Site

Lower Site.

FIRE EXIT ROUTE



Thrive Baselines



Being (0–6 months)		Rarely	Emerging	Developing	Secure
Being safe	Do they know whom they can trust and who they are safe with?				
	Do they initiate connection with known and safe others – for example, by making eye contact, sounds, gestures, smiles or movements?				
	Can they wait a little knowing you will respond when you can without becoming distraught or closing down?				
	Are they ready to connect with a range of trusted adults?				
	Do they settle down when reassured by a calm, regulated and familiar adult?				
	Can they appropriately manage meeting new people? For example, not becoming distressed, hugging strangers, etc.				
	Do they have places where they clearly feel safe and comfortable?				
Having needs met	Are they able to cope with small changes – for example, in routine, in staff, in venue, when appropriately prepared for it?				
	Do they let you know when they don't want to be involved in something or want to stop?				
	Can they communicate or signal to let you know that they need your help when they feel unhappy, angry, unsafe or afraid?				
	Do they settle on their own and enjoy noticing the world beyond themselves, knowing their carer is close by?				
	Do they show their different preferences for sensory stimuli: taste, touch, sight, hearing and smell?				
	Do they make their presence known and claim their space, feeling that they belong?				
	Do they express excitement and joy through eye contact, sounds, gestures, smiles or movements?				
Being special	Can they express or name a range of different feelings and needs (happiness, sadness, fear, anger, tiredness and hunger)?				
	Do they respond appropriately to visual cues from others' facial expressions, gestures and body postures?				
	Do they like being noticed and enjoy connection?				
	Do they enjoy having fun with others?				
	Do they enjoy hearing and/or saying their name?				
	Do they make their presence known, demonstrating through sounds, gestures, words, movement that 'I am here. This is me'?				
	Do they have fun as they are building reciprocal relationships with trusted adults around them?				
Do they enjoy their unique needs being recognised and responded to?					
Do they know that they are important and special to at least one person?					
Do they show interest, curiosity and excitement about what's around them?					

Doing (6–18 months)		Rarely	Emerging	Developing	Secure
Exploring and experimenting	Are they energetic, active, physically confident, and eager to explore and experiment?				
	Are they able to manipulate objects of different sizes and shapes?				
	Are they willing to learn through doing and trying out different activities?				
	Do they enjoy taking part in a range of sensory activities – for example, creative arts, messy play, baking, using sand and water, gardening, painting, etc?				
	Do they check in with a trusted adult while engaging in tasks or activities?				
	Do they enjoy times of peacefulness and quiet?				
	Are they developing an understanding of their physical abilities and limits?				
	Do they understand that people and things still exist even when they can't be seen?				
Experiencing options	Do they recognise when they are hurt themselves or have accidentally hurt another person or a pet?				
	Are they developing ways to comfort themselves – for example, using transitional objects, deep breathing, mindfulness, etc?				
	Do they check in with their trusted adult for reassurance when they are exploring new and exciting things?				
	Do they seek help and comfort from their trusted adult when they feel unsure, frightened, disappointed or frustrated (refueling)?				
	Can they make simple choices?				
	Are they able to seek out activities that are familiar and engage with them on their own for short periods?				
	Can they assert themselves and show their changing preferences?				
	Are they growing in confidence as they gain new skills and adapt to different surroundings?				
Initiating, engaging and doing	Do they take initiative and become engaged with different things in creative ways?				
	Do they become preoccupied with and imaginatively engaged in an activity?				
	Do you observe them absorbing meaning and language from the time they spend with you?				
	Do they enjoy sharing or showing their new discoveries?				
	Do they respond well to and engage in structured practical tasks?				
	Can they work out how to do physical tasks?				
	Do they enjoy repeating activities and experiences?				
	Do they notice what others are doing and move towards joining in?				

Thinking (18 months–3 years)		Rarely	Emerging	Developing	Secure
Expressing a view	Do they let you know what they are feeling, and are they learning how this may link to different emotions?				
	Are they beginning to assert themselves appropriately – for example, by saying yes and no, closing their eyes, moving away, etc?				
	Do they let you know what they like and want?				
	Are they learning to express their feelings safely and appropriately – for example, fear, happiness, anger, sadness?				
	Are they curious and do they ask questions about themselves?				
	Are they beginning to express their developing sense of self creatively – for example, using paint, playdough, clay, music, dance and role play or drama?				
	Do they know and say what they need in order to enjoy new situations?				
	Can they share their ideas and special interests with others?				
Feeling, thinking and problem-solving	Are they beginning to manage the frustration of not always getting what they want?				
	Are they able to understand and respond to simple requests?				
	Are they starting to enjoy thinking for themselves?				
	Do they find their own way of solving a problem?				
	Can they say when they do not know or when they have a problem?				
	If they have some support, are they able to access thinking when they experience strong feelings?				
	Do they persist with finding solutions to resolve reasonable challenges?				
	Are they able to work alongside, play or spend time with others to solve problems and have fun?				
Learning about cause and effect	Are they becoming more aware of and sensitive to other people's emotions and behaviour?				
	Are they beginning to understand and anticipate the consequences of their actions (feel–stop–think–choose)?				
	Do they have an awareness of safety, boundaries and consequences and can they seek out support to help them manage these things?				
	Are they learning about the sequence of important steps in different activities?				
	Can they talk about the consequences of their own or others' actions?				
	Are they aware that their behaviour can have an effect on others?				
	Do they notice the non-verbal communications (expressions and actions) of others and respond to these?				
	Can they cope with waiting, taking turns and sharing without becoming upset or causing distress?				

Power and Identity (3–7 years)		Rarely	Emerging	Developing	Secure
Developing an identity	When with others, are they confident in being able to say what they need and express what they are thinking?				
	Do they know and express their preferences, likes and dislikes?				
	Are they curious about the ways in which they are different from others?				
	Do they enjoy sharing their own ideas when they are with peers and adults?				
	Do they recognise when they are feeling vulnerable or uncomfortable, and let someone know that they need help?				
	Are they learning to express their feelings in ways that are safe and healthy?				
	Do they enjoy it when others recognise their skills and talents?				
When they have strong feelings, are they beginning to understand how these can affect parts of their body physically – for example, having a headache or feeling sick?					
Distinguishing between fantasy and reality	Do they enjoy engaging creatively and imaginatively?				
	Are they able to manage stressful situations without becoming withdrawn, disconnected or escaping into fantasy?				
	Are they able to focus on the here and now and not become lost in their own world?				
	Do they understand that there is or may be a difference between their dreams and wishes and what is possible for them to do now?				
	Do they check out reality by listening, asking questions and establishing relevant facts?				
	Do they understand the difference between fantasy and reality in everyday friendships, situations, activities (such as dressing up) and media, such as stories, films and electronic games, etc?				
	Do they understand the difference between 'mine', 'yours', 'ours' and the concept of personal space for themselves and others?				
	Do they talk and ask questions about their everyday life and the things that are important to them?				
Exploring power with responsibility	Are they beginning to develop friendships?				
	Are they easily able to cooperate with others?				
	Are they learning about and enjoying having personal power, and are they realistic about what they can and cannot change?				
	Are they able to manage waiting for longer periods of time when this is reasonable and necessary – for example, anticipating a weekend outing, going to the park after school?				
	Do they show tolerance and acceptance towards others when they do things differently?				
	If they have disagreements with others, are they learning how to resolve these with help?				
	Are they able to engage in age-appropriate tasks and stay steady enough to enjoy having the responsibility of resolving any issues/conflict that may arise from doing so?				
When they upset another person, do they take responsibility for saying sorry and making amends if this is appropriate?					

Skills and Structure (7–11 years)		Rarely	Emerging	Developing	Secure
Motivation for developing skills	Do they have confidence in themselves to offer their ideas and opinions?				
	Do they focus on the present task or situation understanding that developing these skills will help them in the future?				
	Are they curious and excited about learning something new?				
	Are they wanting to learn a special skill and ready to engage with the structure, expectation and commitment that is part of this?				
	Are they able to positively work and learn together with others?				
	Do they enjoy trying new things and learn from their mistakes so they can carry out responsibilities satisfactorily?				
	Are they aware of keeping themselves safe as they are becoming more independent and getting to know more people in the wider community?				
	Do they readily engage in developing new skills?				
Developing morals and values	Are they showing an awareness towards others and learning how to respond sensitively?				
	Are they exploring values and ideas that are held by themselves and others both within and beyond the family and able to talk about this?				
	Do they have the confidence to join a new group and cooperate with other members?				
	Are they aware of and exploring the wide range of different values/options and decisions that impact on their world (such as global warming, plastic waste, etc)?				
	Can they talk about what matters to them and explain why they believe these things to be important?				
	Do they understand that values and behaviour are linked?				
	Do they understand that a balance of exercise, healthy food choices, play, time on their own, time with others, etc, is needed in order to be fit, well and healthy?				
	Are they willing to discuss, debate and learn from others about their different ideas, lifestyles, experiences and values?				
Understanding the need for rules	Are they able to accept changes and negotiate alternative solutions when needed?				
	Are they able to disagree with friends and manage the fallout if this happens?				
	Are they becoming aware of how social rules can vary between different families and groups, and can they comply with them as necessary?				
	Are they able to understand that different circumstances require different rules, and that other people may have different solutions and rules for the same issue?				
	Do they enjoy listening and are curious about other's points of view?				
	Can they evaluate the advantages and disadvantages of non-negotiable and negotiable rules and understand why they are needed in certain situations?				
	Do they understand that some rules are negotiable and are they confident to contribute to this process?				
	Do they discuss and debate with others about their values, beliefs and thoughts around negotiable rules?				

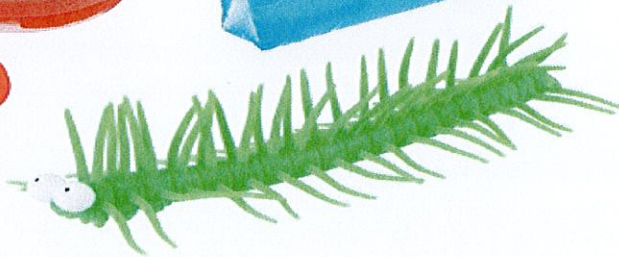
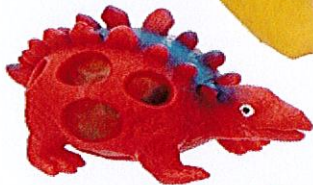
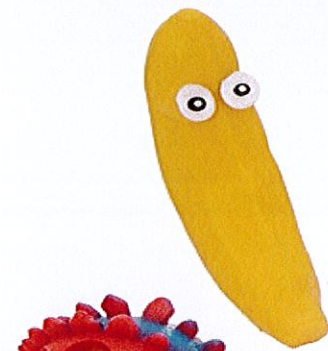
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My Fidget shopping List



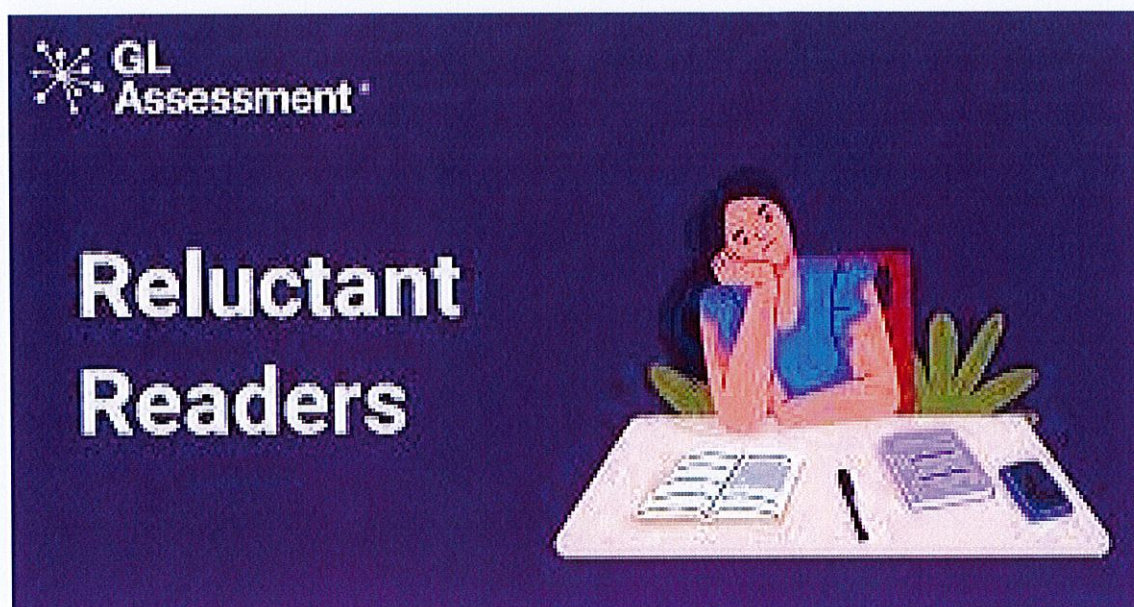
Please tick which fidget toys you would like in your personal pack.

My Fidget shopping List



Please tick which fidget toys you would like in your personal pack.

GL Reading Assessment



This is taken by pupils as a way to help identify what reading and literacy support you need to help you throughout your lessons in the Levett School.

Timetables

	8.00 8.55	9.00 9.55	10.00 10.55	11.00 11.55	13.00 13.55	14.00 14.55
Monday	Math	Biology	Chem	Break	Science	Arts
Tuesday	Arts	Sports	Music	-	Social	Bio
Wednesday	Science	Math	Arts	-	Music	Chem
Thursday	Chem	Social	Biology	-	Math	Arts
Friday	Music	Chem	Sports	-	Biology	Science

Individual timetables can be prepared to meet the needs of pupils.

Lower Timetable Mr Duffy

	8:45 - 9:05	9:05 - 9:15	9:15 - 9:30 Lesson 1	9:30 - 10:15 Lesson 2	10:15 - 10:30	10:30 - 11:15 Lesson 3	11:15 - 11:45 Lesson 4	11:45 - 12:00	12:00 - 12:15	12:15 - 12:45	12:45 - 1:00 Lesson 5	1:00 - 1:30 Lesson 6	1:30 - 2:00 Lesson 7	2:00 - 2:15 Lesson 8
MONDAY	HALT TIME	Assembly	Decoding	Literacy	Newsround / Breakfast	Maths	Geography	Outdoor Break	Lunch	Right Time Thrive Sessions	Handwriting	Art	Picture News	Individual Reading
TUESDAY	HALT TIME		Decoding	Literacy	Newsround / Breakfast	Maths	Science	Outdoor Break	Lunch	Right Time Thrive Sessions	Handwriting	Library Time	Computing	Individual Reading
WEDNESDAY	HALT TIME		Decoding	Literacy	Newsround / Breakfast		Swimming	Outdoor Break	Lunch	Right Time Thrive Sessions	Handwriting	Maths	RE	Individual Reading
THURSDAY	HALT TIME		Decoding	Literacy	Newsround / Breakfast	Maths	Science	Outdoor Break	Lunch	Right Time Thrive Sessions	Handwriting	P.E Whole Class		Individual Reading
FRIDAY	8:45 - 9:05		9:15 - 10:15 Lesson 1		10:15 - 10:30	10:30 - 11:00 Lesson 2			12:00 - 12:15	12:15 - 12:30	12:30 - 12:45 Lesson 3		12:45 - 1:00	
	HALT TIME		Decoding	Newsround / Breakfast	PSHE with AB	Literacy/ Therapy Dog Intervention 1:1		Maths	Lunch	Outdoor Break	SPAG/ Spelling Test		Celebration Assembly	

Lower Timetable – Mrs Franklin

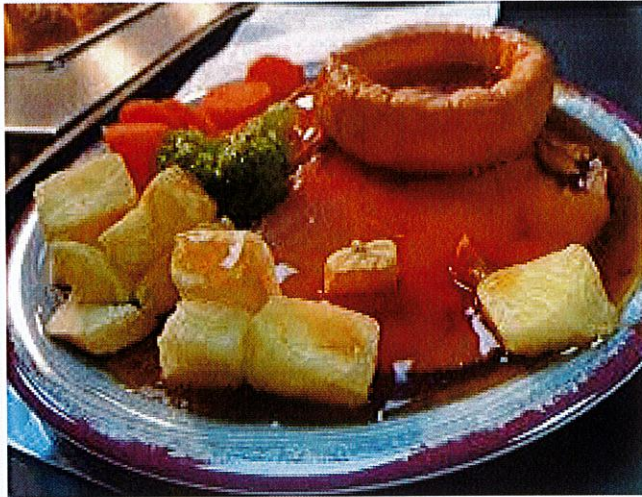
	8:45 - 9:05	9:05 – 9:15	9:15 - 9:30 Lesson 1	9:30 – 10:15 Lesson 2	10:15 – 10:30 Newsround / Breakfast	10:30 – 11:15 Lesson 3	11:15 – 11:45 Lesson 4	11:45 – 12:00 Right Time Thrive Sessions StHo	12:00- 12:15 Outdoor Break	12:15- 12:30 Lunch	12:30 – 12:45 Lesson 5	12:45 – 1:30 Lesson 6	1:30 – 2:00 Lesson 7	2:00 - 2:15 Lesson 8
MONDAY	HALT TIME	Assembly	Decoding	Literacy	Newsround / Breakfast	Maths	Geography	Right Time Thrive Sessions StHo	Outdoor Break	Lunch	Handwriting	Art	Picture News	Individual Reading
TUESDAY	HALT TIME	Decoding	Decoding	Literacy	Newsround / Breakfast	Maths	Science	Right Time Thrive Sessions StHo	Outdoor Break	Lunch	Handwriting	Computing	Library Time	Individual Reading
WEDNESDAY	HALT TIME	Decoding	Decoding	Literacy	Newsround / Breakfast	Swimming	Swimming	Right Time Thrive Sessions	Outdoor Break	Lunch	Handwriting	R.E	Text Led Intervention	Individual Reading
THURSDAY	HALT TIME	Decoding	Decoding	Literacy	Newsround / Breakfast	Maths	Science	Right Time Thrive Sessions	Outdoor Break	Lunch	Handwriting	P.E Whole Class	Individual Reading	
FRIDAY	8:45 - 9:05	9:15 – 10:15 Lesson 1	9:15 – 10:15 Lesson 1	10:15 – 10:30	10:30 – 11:00 Lesson 2	12:00 - 12:15	12:15 – 12:30	12:30 – 12:45 Lesson 3	12:45 – 1:00					
	HALT TIME	Decoding	Decoding	PSHE with AB	Newsround / Breakfast	Literacy/ Therapy Dog Intervention 1:1	Lunch	SPAG/ Spelling Test	Lunch	Outdoor Break			Celebration Assembly	

Secondary Timetable September 2023-2024

	8:45 – 9:00	9:00 – 9:45 Lesson 1	9:45 – 10:30 Lesson 2	10:30 – 11:15 Lesson 3	11:15 – 11:30	11:30 – 12:30 Lesson 4	12:30 – 1:00	1:00 – 2:15 Extended Learning Session
MONDAY	Year 8	Assembly	Literacy SR	Geography AB	Break & Breakfast	Healthy Lives	Lunch & Departure	
		Assembly	PSHE 1:1 AB		Break & Breakfast	Cooking – HM Thrive Repair Interventions – AB	Lunch & Departure	
	Year 9	Assembly	Maths HM	Science HM	Break & Breakfast	PE – DT / ART - SR	Lunch & Departure	
TUESDAY	Year 8	HALT	Maths AB	THRIVE RIGHT TIME	Break & Breakfast	Healthy Lives	Lunch & Departure	
		HALT			Break & Breakfast	Cooking – SR Thrive Repair Interventions – AB	Lunch & Departure	
	Year 9	HALT	Literacy SR	THRIVE RIGHT TIME	Break & Breakfast	PE –	Lunch & Departure	
WEDNESDAY	Year 8	HALT	Literacy SR	Maths HM	Break & Breakfast	Healthy Lives	Lunch & Departure	
		HALT			Break & Breakfast	Cooking – HM Thrive Repair Interventions – AB	Lunch & Departure	
	Year 9	HALT	Science HM	Geography AB	Break & Breakfast	PE - DT / ART- SR	Lunch & Departure	
THURSDAY	Year 8	HALT	Maths HM	THRIVE RIGHT TIME	Break & Breakfast	Healthy Lives	Lunch & Departure	
		HALT	PSHE 1:1 AB		Break & Breakfast	Cooking – HM Thrive Repair Interventions – AB	Lunch & Departure	
	Year 9	HALT	Literacy SR	THRIVE RIGHT TIME	Break & Breakfast	PE – Y9 History - SR	Lunch & Departure	
FRIDAY	Year 8	HALT	Literacy SR	Tyler Cooking HM Computing	Break & Breakfast	Theo Cooking HM History Y8 - SR	Lunch & Departure	
		HALT	PSHE Lower AB	PSHE Lower AB	Break & Breakfast	PE	Lunch & Departure	
	Year 9	HALT	Science HM	Literacy SR	Break & Breakfast	Assembly	Lunch & Departure	

School Dinner Menus

We have a three-week rotation menu. Pupils can choose between a hot dinner or sandwich option.



Hot option



Sandwich option

Pupils can look at the menu and decide what they would like. A grid is available to fill in to support pupil choice.

Week 3 Menu

w/c – 2nd May 2023, 22nd May 2023, 19th June 2023, 10th July 2023, 4th Sept 2023, 25th Sept 2023, 16th Oct 2023

Monday	<i>Pizza with jacket potato</i> <i>Sandwiches</i>	<i>Ice cream roll</i>
Tuesday	<i>Breaded Chicken Breast served with potato wedges</i> <i>Sandwiches</i>	<i>Apple Muffin with Milkshake</i>
Wednesday	<i>Sausage & Yorkshire Pudding with Gravy served with mashed potato</i> <i>Sandwiches</i>	<i>Chocolate Brownie</i>
Thursday	<i>Pork & Stuffing Pie with Gravy & diced potatoes</i> <i>Sandwiches</i>	<i>Peaches in jelly</i>
Friday	<i>Jumbo Fish Finger with tomato ketchup served with Chips</i> <i>Sandwiches</i>	<i>Sparkle Sponge with custard</i>

Seasonal vegetables served daily.
 Fresh fruit available daily.

ORDER EGGS FOR BREAKFAST TUESDAY.

Week 1 Menu

w/c - 17th April 2023, 9th May 2023, 5th June 2023, 26th June 2023,
17th July 2023, 11th Sept 2023, 2nd Oct 2023

Monday	<i>Pizza with potato wedges</i> <i>Sandwiches</i>	<i>Strawberry Mousse</i>
Tuesday	<i>order eggs .</i> <i>All Day Breakfast</i> <i>served with Diced Potatoes</i> <i>and Baked Beans</i> <i>Sandwiches</i>	<i>Apple flapjack and milkshake</i>
Wednesday	<i>Roast Beef</i> <i>served with Yorkshire</i> <i>Pudding and Mashed Potato</i> <i>Sandwiches</i>	<i>Viennese Tart</i> <i>with custard</i>
Thursday	<i>Spaghetti Bolognese with</i> <i>crusty bread</i> <i>Sandwiches</i>	<i>Mandarin Oranges</i> <i>in jelly</i>
Friday	<i>Fish Fingers with tomato</i> <i>ketchup</i> <i>served with Chips</i> <i>Sandwiches</i>	<i>Chocolate Crunch</i> <i>with custard</i>

Seasonal vegetables served daily.
Fresh fruit available daily.

Week 2 Menu

w/c - 24th April 2023, 15th May 2023, 12th June 2023, 3rd July 2023,
24th July 2023, 18th Sept 2023, 9th Oct 2023

Monday	<p><i>Quorn dippers with tomato ketchup served with Croquette potatoes</i></p> <p><i>Sandwiches</i></p>	<p><i>Pineapple Shortcake & Custard</i></p>
Tuesday	<p><i>Beef Burger in a bun served with tomato ketchup and seasoned wedges</i></p> <p><i>Sandwiches</i></p>	<p><i>Ice Cream with fruit wedge</i></p>
Wednesday	<p><i>Roast Gammon & Gravy with Yorkshire Pudding and roast potatoes</i></p> <p><i>Sandwiches</i></p>	<p><i>Sticky Toffee Pudding with Custard</i></p>
Thursday	<p><i>Chicken Tikka Curry served with rice</i></p> <p><i>Sandwiches</i></p>	<p><i>Chef's Cookie and milkshake</i></p>
Friday	<p><i>Battered fish portion served with tomato ketchup and chips</i></p> <p><i>Sandwiches</i></p>	<p><i>Bakewell Tart with Custard</i></p>

Seasonal vegetables served daily.
Fresh fruit available daily.

Your Dinner Options

	Option 1 – Hot Dinner	Option 2 – Pack Lunch	Option 3- Sandwich /sides/Pudding
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Sandwich Options:

- Ham (not Mondays)
- Cheese
- Tuna
- Tuna Mayo

Option 3:

- Sandwich option
- Potatoes/Vegetables
- Pudding choice

Levett School Uniform

Our school uniform consists of Levett school T-shirt and Jumper, Black bottoms/trousers and black shoes/trainers

School T-shirt/Jumper will be given to pupils at induction.



How will you get to school?

Pupils will complete application for home to school travel assistance form to decide what transport they will need.



Independent traveller



Taxi



Doncaster
Council

Application for Home to School/College Travel Assistance



Introduction

This Travel Assistance Application form will enable us to gain a better understanding of the most appropriate form of assistance for your child. We provide a range of options for parents and carers when they considering how best to ensure attendance at school. The options offered place an increased emphasis on independence, inclusivity and value for money whilst ensuring that your child's needs are met

Guidance Notes

How do I apply for travel assistance?

- Please read these notes, together with the Home to School Transport Policy carefully
- If you believe that you qualify for assistance then complete the relevant parts of this application form giving as much information as possible
- Include any additional information or evidence you would like us to take into account when assessing you're application
- Read and sign the declaration on page 12
- Return this form to the officer/school you received it from for consideration

What type of assistance could I get?

Depending upon your child's needs and background circumstances, there are a number of different travel assistance options available. Using this application form, an officer will assess the type of assistance which will best meet your child's needs. To help them to do this please complete this form as fully as possible. If they do need further information to make a decision on the best type of assistance for your child they will contact you for clarification. If you do qualify for assistance we will provide the least restrictive and most cost effective form of assistance that we can and this could include:

A zero fare bus pass to allow your child to travel independently on the network of public bus services between home and school

Travel training with a travel buddy to enable your child to work towards travelling independently on the public bus network

A mileage or travel allowance to help with travel costs if you would like to make your own arrangements for your child to get to school, to cover train fares, bus fares, petrol etc. This can be provided where family and friends assist you.

A taxi or minibus to transport your child from home to school and back - please note that this may be shared with other pupils and, depending on circumstances, may or may not include an escort/passenger assistant.

Other forms of assistance may also be available.

What if I do not qualify for assistance?

We will write to you explaining the reason why travel assistance is not being provided. If your circumstances change you will be able to reapply in the future.

If my child is awarded a taxi or minibus can they use it to go to other locations?

No. We only provide assistance between the permanent home address and the school/centre which is their permanent main place of education. This is only provided at the beginning and end of the school day. We do not provide transport to any alternative address or between educational establishments during the day.

What if I want a different school/college to the one being suggested?

You are able to express a preference for any school or college you wish. However, if there is a school or college closer to your home which can meet your child's needs then the Council will not provide transport to your preferred school as this would incur additional cost. In this instance as it is parental choice you would need to make your own arrangements to get your child to and from school/college

Travel Assistance Reviews

Once travel assistance has been awarded this will be subject to occasional review to ensure that the type of assistance provided remains the most appropriate and cost effective assistance for your child. As part of this review we may need to meet with you to discuss the travel assistance provided. If you do not agree to this review it may result in any travel assistance previously awarded being withdrawn.

What if my child has behavioural difficulties?

We have a duty to ensure the health, safety and wellbeing of all passengers and staff. If your child's behaviour is likely to place themselves or others in danger we reserve the right to withdraw travel assistance at any time pending a review and reassessment of their travel needs.

We will return the form to you if:

- any part of the application is missing or illegible
- you have not provided all of the information that we need
- you have not signed the declaration

What if I move house?

If you are planning to move house please contact the Transport Team as soon as you have a date to move as they will need to look into the availability of transport from your new address. This may mean a change to the type of transport provided

What if my child moves school?

If your child is moving school we will need to reassess transport needs to the new school/college and confirm if transport is still required. Please contact the SEND team or the Inclusion and Behaviour Team to request a new application form

What if I do not agree with the Travel Assistance provided?

If you do not agree with the form of assistance offered then you are able to Appeal against the decision. To do this you will need to request a Travel Assistance Panel Appeals form and complete this providing your reasons for the Appeal in writing to the Travel Assistance Service address on the form.

Reason for Completing this form (please delete any which do not apply):

New Application/change of school/college

Other

Part 1 - Pupil/Student Details

First Name..... Date of birth.....

Last Name..... Current School Year
.....

Permanent Home Address

.....

..... Post Code

Is your child entitled to or in receipt of free school meals?	Yes	No
Are you in receipt of maximum level Working Tax Credit?	Yes	No

If you are in receipt of Maximum Working Tax credit then please enclose evidence of this together with this application.

Does your child have a current Education & Health Care Plan	Yes	No
Does your child have a current medical need	Yes	No

Please provide details of their SEND needs, learning difficulty, medical need or behavioural needs (see questions later in this application form)

Please see guidance notes **on Page 2 of this form**, for versions of travel assistance that may be available, we will offer the most appropriate version of travel assistance to meet your child's needs, if you need to discuss this prior to completing the form please speak to your SEN Officer, School or the Travel Assistance Assessment Officer.

Part 2 - School/College Details

School/College you are requesting assistance to (please provide the full address and postcode):

.....
.....
.....Post Code

What is the start date:

School start and finish times for your child (incorrect times or changes to session times in the future may lead to some delay in providing assistance)

Start time..... Finish time

Is your request for travel assistance 5 days per week?	Yes	No
--	-----	----

If no, what days will your child require travel assistance on? (please note that we are not able to provide assistance until the timetable is known and it could then take up to 2 weeks to set up travel assistance depending upon the type of assistance agreed, during which time you will need to make alternative arrangements to get your child to school/college)

Part 3 - Current travel arrangements

Was your child at school in the last academic year?	Yes	No
---	-----	----

If yes, which school?

How did they travel to and from school?

Does your child have a mobility pass for travel on public transport?	Yes	No
--	-----	----

Please tell us how your child travels with you on evenings and weekends?

Did you know that in some cases we are able to assist with travel costs? We may be able to give you mileage if you have a car or a travel allowance if you would like to make your own arrangements for your child to get to school, to cover train fares, bus fares, petrol etc.

Please tell us how school transports your child on school trips?

Are you able to transport your child to school/college?

If no why not?

"e.g. work, taking other children to school if so what times would this be, which school(s) do they attend etc."

Is your child capable of travelling independently on public transport?	Yes	No
With you?	Yes	No
In future after appropriate travel training?	Yes	No
Is there a plan in place for travel training (e.g. Is travel training identified in the EHCP)?	Yes	No

If your child is not able to travel on public transport, even If accompanied, please explain why?

If your child is able to travel on public transport but needs a little help, be that financial or confidence/training please let us know, we can provide the following to assist -

A zero fare bus pass to allow your child to travel independently on the network of public bus services between home and school

Travel training with a travel buddy to enable your child to work towards travelling independently on the public bus network

Part 4 - Parent/Carer Details

Title First Name

Last Name

Relationship to child/young person

Please provide contact details to enable us to contact you if we need to discuss your application or transport provided:

Home phone Work phone.....

Mobile no. E-mail

Emergency Contact Details

In the event of an emergency due to unforeseen and unavoidable circumstances please provide details of an alternative contact/carer who we can contact in an emergency and who may be available to receive your child if you are not at home.

Title First Name

Last Name

Relationship to child/young person

Home Address

.....

Please provide contact details to enable us to contact you if we need to discuss you're application or transport provided:

Home phone Work phone.....

Mobile no. E-mail

If your child is awarded a taxi or minibus are they able to let themselves in to the house with their own house key	Yes	No
---	-----	----

Please note that if they cannot let themselves in there will need to be a responsible adult at home every day to receive them when transport drops them off.

Part 5 - Pupil Mobility & Access to Transport

Is your child able to:

Walk unaided?	Yes	No
Walk with assistance?	Yes	No
Climb Steps?	Yes	No

Does your child:

Use a mobility aid to walk?	Yes	No
Need assistance to get into and out of a vehicle?	Yes	No

Does your child need to take any of the following equipment:

Crutches?	Yes	No
Posture Walker?	Yes	No
Folding Frame?	Yes	No
Rigid or Fixed Frame	Yes	No

If your child requires the use of a wheelchair we require you to do the following prior to us transporting your child:

1. Maintain the equipment as recommended by the wheelchair manufacturer
2. Use the prescribed equipment correctly and safely and understand the necessity for its use on an ongoing basis
3. Liaise with the transport team and contractors to undertake risk assessments as and when required
4. Provide feedback on any difficulties or problems with the seating system, occupant restraints or other parts of the wheelchair

Does your child use a wheelchair?	Yes	No
Do they need to take it every day?	Yes	No
Do they need to travel in their wheelchair?	Yes	No
If No can this be folded for transport?	Yes	No
If Yes has the make and model been crash tested?	Yes	No
Has the wheelchair been modified in any way?	Yes	No
Has this been provided by wheelchair services?	Yes	No
Can your child transfer into a seat for transport?	Yes	No
If Yes do they need help to transfer?	Yes	No

Is the wheelchair manual or electric?

Please provide the make and model of the wheelchair

Please note that we will only transport wheelchairs if they are essential to daily requirements - ad hoc arrangements for trips etc. will need to be made by you.

Seatbelts and harnesses

Please note that all children and young people must wear a seatbelt when the travel to and from school. If your child refuses to wear a seatbelt we will not be able to provide them with transport

Does your child require an additional harness?	Yes	No
Does your child require a car seat	Yes	No

If they do require a car seat please provide your child's height and weight.

Height (cms) Weight (kgs)

Please give details of any other seating requirements;

Part 6 - Health needs, medical and behavioural needs

Does your child have any health needs that we need to be aware of?
Please indicate all that apply:

Allergies	Yes	No
Autistic Spectrum Disorder	Yes	No
Balance and Co-ordination difficulties	Yes	No
Breathing difficulties	Yes	No
Breathing difficulties requiring suction	Yes	No
Continence difficulties	Yes	No
Diabetes - not yet controlled	Yes	No
Emotional and behavioural difficulties	Yes	No
Hearing difficulties or impairment	Yes	No
Moderate learning difficulty	Yes	No
Multi-sensory impairment	Yes	No
Physical disability	Yes	No
Profound and multiple learning difficulties	Yes	No
Profound challenging behaviour	Yes	No
Speech, language or communication difficulty	Yes	No
Visual impairment	Yes	No
Other not listed above	Yes	No

If you have ticked yes to any of the above please provide further details:

Does your child:

Need to carry medication between home and school?	Yes	No
---	-----	----

In common with other local authorities, we cannot administer medicines or perform any medical interventions on children whilst they are being transported. If your child requires medication whilst on transport but is not able to administer the medication themselves you will need to either travel with them or make arrangements for a trained carer to travel with them.

Does your child have a condition which may require medication whilst on transport	Yes	No
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Please provide details of any health or medical conditions which are likely to cause concern when travelling and any warning signs that passenger assistants need to be aware of:

If your child is likely to need medical treatment in an emergency situation the driver or escort/passenger assistant will call 999 or divert to the nearest appropriate place. Depending upon location and situation this may be school, home or the nearest medical facility.

Please indicate if this would be appropriate for your child	Yes	No
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If you have ticked No please provide details of why this will not be appropriate:

Part 7 - Behaviour and Anxieties

Does your child present any of the following behaviours? Please indicate all that apply:

Throwing Missiles	Yes	No
Spitting/tantrums/tears	Yes	No
Grabbing i.e. hair, neck, arm, clothing, jewellery etc	Yes	No
Undressing	Yes	No
Sexualised behaviour	Yes	No
Likely to attempt to flee the vehicle during travel	Yes	No
Likely to attempt to flee when getting in/out	Yes	No
Other not listed above	Yes	No

If you have ticked **yes** to any of the above please provide as much further detail as you can including the frequency of the behaviours, any actions which might help and what, if any, warning signs, triggers staff should be aware of:

How is your child likely to behave on transport, bearing in mind that at first the transport staff and any other passengers may be new to them? Is there anything which might make them anxious i.e. noise, smell, physical contact etc?

Please let us know what is important to your child to help us to keep them safe whilst travelling and ensure a successful journey. Is there any other information which you need to share with us?

Part 8 - Declaration of Parent or Carer

I declare that

- To the best of my knowledge the information given on this form is correct and complete, relevant and up to date;
- I will provide future updates with regards to changes to medication or mobility aids as these happen;
- I have enclosed any additional evidence and information I want you to look at;
- I understand that if my application is successful and I am awarded transport I must contact the Transport Team immediately if there is any change to the circumstances listed;
- I understand that travel assistance can be reassessed at any time during the academic year;
- I understand that if my child's behaviour is likely to place themselves or others in danger, the provision of assistance could be withdrawn pending a review and reassessment of my child's travel needs;
- If necessary I consent to an officer from the Council meeting with me and my child to undertake a practical assessment;
- I understand that Doncaster Council will store, keep and use all information I give them when I am in contact with them as a record of their work with me and my child, so that they can provide me and my child with any services needed - this includes the contents of this form; and
- I understand that Doncaster Council may share this information with other professionals where relevant and necessary, including the transport operator for the purpose of organising safe and appropriate transport

Signed Date

Please print your name:

Relationship to pupil:

Please note that when completing this form you will be providing us with personal information. Details on how we handle this information can be found in the Travel Assistance Online Privacy Notice which can be accessed via the following link:
<http://www.doncaster.gov.uk/services/schools/transport-to-and-from-school>

If you do require a paper copy of the Privacy Notice please telephone the Transport Team to request this on: 01302 736081

Interventions and Provisions



Intervention

Whilst working with the pupil, staff need to decide what interventions they need and why?

Staff need to fill in the academic and therapeutic Intervention Offer form.



The Thrive/Pastoral Team have baselined this pupil on entry to The Levett School. In this pack you will find academic and therapeutic baselines as well as an academic/therapeutic ticket which will include the identified provision this pupil will need.

Ticket for Academic/Therapeutic Intervention Offer

Pupil Name		Allocated to staff timetable and Teacher/Pupil Informed
Therapeutic Intervention		
Learning Mentor	Reason:	✓ X
Outdoor/Sensory	Reason:	✓ X
Nurture	Reason:	✓ X
1:1 Thrive	Reason:	✓ X
Class Thrive	Reason:	✓ X
ELSA	Reason:	✓ X
Therapy Dog	Reason:	✓ X
Academic Intervention		
Speech and Language	Reason:	✓ X
Text Led	Reason:	✓ X
Learning Mentor in Class	Reason:	✓ X

*See attached highlighted provision offer based on pupil baselines.



Intervention and Provision at The Levet School

Cognition and Learning		
Learning Mentor Time in Class	1:1 Additional Reading	Kindles
Learning Mentor Time out of Class	Pre Teach	1:1 Workroom
Group Phonics	GL Reading	Colourful Stationary (support with processing) Reading Rulers
1:1 Phonics	iPad to record sentences to write	
		Laptops

Social, Emotional and Mental Health		
1:1 SEAL	Circle of Friends	Group ELSA
I am Awesome	A Volcano in my Tummy	1:1 Text Led Intervention
Group Thrive Sessions	Circle Time/Parachute Activities	1:1 Nurture Sessions
1:1 Thrive Sessions	1:1 ELSA	Periodic Table of Emotions
Personalised Lunch Time	Personalised Break Time	HALT Group
Alright Charlie (online safety)	Stranger Danger	Guy Stuff (puberty)
		Group Nurture Sessions
		Learning Mentor Check Ins
		Morning/End of Day Phone Calls with Parents
		Meet and Greet from Taxis
		All about me
		Body Book (female)
		Reward Time
		Safe Space Check Out
		Listening to Music
		Mindful Colouring/Free Write Books
		Transition Booklet
		Mindful Monsters (therapeutic workbook)



Communication and Interaction			
	Comic Strip Conversations	Lego Therapy	Mentor Time
Sensory Light Room			
1:1 Nurture Sessions	Restorative Conversations	Speech and Language Sessions	Elklan
Group Nurture Sessions	3/5 Point Scales linked to PHP/RA	Now and Next Board	
Social Stories	SEN Table Targets	Visual Timetable	

Sensory/Physical Difficulties			
	Trim Trail	Support with sensory regulation	Sensory Equipment (wobble cushion, cooling mat, foam roller, fidget toys)
HALT Group			Weighted Blanket/Jacket
Sensory Circuits	Sports Time (Outdoor/Hall)	Soft Play	Cooking
Daily Mile	Positive Touch	Punch Bag	Baking
Outdoor Gym	Support with Temperature Regulation	Sensory Light Room	Snack Time

Wishes and Feelings

Please give a statement on your wishes and feelings as a parent/carer.

Family views, wishes, feelings and aspirations for their child Parental Agreement to Support Outcomes (What will parents do at home to support the outcomes identified below)

My Exit Ticket



Exit Ticket

I have completed my Thrive Induction Booklet:

Yes

No

**Welcome to the Levett
School**